DOCUMENT RESUME

ED 210 422 CE 030 479

AUTHOR	Andreyka, Robert E.
TITLE	Establishing a CBVE Demonstration Center Site at Ridge Vocational-Technical Center. Final Report, July 1, 1979-June 30, 1980.
INSTITUTION	Polk County Board of Public Instruction, Bartow, Fla.; Ridge Vocational-Technical Center, Winter Haven, Fla.
SPONS AGENCY	Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE	80
NOTE	216p.; For related documents see CE 030 480-489.
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*Competency Based Education; Demonstration Programs; *Individualized Instruction; Instructional Materials; *Material Development; Postsecondary Education; Program Development; *Program Implementation; Secondary Education; Teacher Developed Materials; Vocational Schools; *Vocational Training Centers
IDENTIFIERS	Open Entry Open Exit; *Ridge Vocational Technical Center FL

ABSTRACT

The first year of a three-year project focused on planning for establishment of a demonstration site for open entry open exit, individualized competency-based vocational education (CBVE) in Florida. Fourteen specific project tasks were identified. These included documenting the CBVE implementation process; continuing development of student learning guides prepared by the teacher; conducting continuous competency-based staff development; field testing CBVE grading system; reviewing, selecting, and developing mediated learning materials; incorporating the open entry open exit concept; reorganizing facilities for individualized competency-based learning; planning CBVE data management system; planning for year-round school operation; planning for internships and on-site training; publicizing; planning for project years 2 and 3; and evaluating year 1. Fifteen recommendations were made. Products developed were task listings, learning guides, student handbook, booklets, forms, and a slide/tape presentation. The 30-page report narrative is followed by appendixes, including task listings for 17 programs, format for learning guides, listing of learning guides developed, list of staff development activities, sample forms, script for the slide/tape presentation, student orientation handbook, and a booklet on CBVE for vocational educators. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED210422

Final Report

Project No. DVE 0-2C21

From July 1, 1979 to June 30, 1980

Establishing a CBVE Demonstration Site at Ridge Vocational-Technical Center

Ridge Vocational-Technical Center
7700 State Road 544
Winter Haven, Florida 33880

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Dr. Robert E. Andreyka

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

David C. McQuat

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgments in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

CE 030 479

PREFACE

Ridge Vocational-Technical Center serves as the demonstration site for competency-based vocational education for Florida. The demonstration site is further evidence of the Division of Vocational Education's continuous commitment to competency-based education.

This paper reports the results of the first year of a three-year project to implement competency-based vocational education at Ridge. This report should be of particular interest to vocational education teachers, administrators, teacher educators, and curriculum developers in planning for competency-based vocational education.

Special recognition is extended to Wilma McCarty and Lisa Beverly, project curriculum specialists for significant professional contribution to the production of the report.

Recognition is also due the project typists for their patience through all the revisions. A special thanks is due to Jean Finkbiner, Business Education instructor at Ridge, for typing the camera-ready copy of the report.

Robert E. Andreyka
Project Director and Professor
University of South Florida

Abstract of the Final Report

Title of Project:	Establishing a CBVE Demonstration Site at Ridge Vocational-Technical Center
Organization:	Ridge Vocational-Technical Center
Project Director:	Robert E. Andreyka
Expenditures:	$60,000.00
Duration of Project:	July 1, 1979 - June 30, 1980
Project Number:	DVE 0-2C21

PROBLEM

Demonstration sites have been used to encourage others to adopt and install innovations, but in education this technique has not been successful. Educators have been allowed to observe a successfully operating program, but have not been assisted in installing the innovations at their schools. This demonstration site project not only shows that CBVE can work at Ridge, but it provides the tools to make it work elsewhere.

OBJECTIVES

The first year of the project focused on planning for demonstrating the competency-based approach. Through the daily operation, the demonstration site will provide the opportunity to confront previously unforseen problems, since the main difficulties in implementing CBVE will emerge only as the site becomes fully operational. Ways of dealing with these problems will be developed, tested, and shared with others who are implementing competency-based instruction.

PROCEDURE

Project objectives were identified and the project staff began planning procedures and strategies for implementing CBVE. Because of the special demands of the competency-based system of instruction, the project staff has provided valuable support service to the vocational instructors, coordinating resources and in curriculum development.

RESULT AND POTENTIAL UTILIZATION

Personnel in the Division of Vocational Education will carefully examine the effectiveness of a demonstration site as a strategy to implement CBVE in other schools or centers. If it is successful, similar sites could be established in other regions of the state, using the methods, materials, and procedures developed at Ridge.

Table of Contents

Page

Preface ii

Abstract iii

Introduction 1

Statement of the Problem 1
Selection of Ridge 1
Student Population 2
Purpose and Goals of the Three-Year Project 2

Methodology and Accomplishment of Project Objectives 3

Demonstration Site Project Staff 3
Task 1: Document the CBVE Implementation Process 4
Task 2: Continue Development of Student Learning Guides 4-6
Task 3: Conduct Continuous Competency-Based Staff Development Program 7-10
Task 4: Field-test CBVE Grading System 10-11
Task 5: Review Completed and On Going State Projects, Materials, and Research Efforts 11-12
Task 6: Secure and Develop Mediated Learning Materials 13
Task 7: Incorporate the Open-entry and Open-exit Concept 13
Task 8: Reorganize Shops, Labs and Classrooms for Individualized Competency-Based Learning 14
Task 9: Plan CBVE Data Management System 14-19
Task 10: Plan School Schedule for Year-round Operation 19
Task 11: Plan for Internships and Use of Site for Training 19-20
Task 12: Prepare Display and Materials for FVA August Workshop 20
Task 13: Develop Program of Work for Second and Third Years of Project 20-22
Task 14: Evaluate First Year Progress 23

Recommendations.. 24-27

Product Descriptions................................... 28-29

Appendices... 30

- A. CBVE Instructor Committees 31
- B. Task Listings 32-73
- C. Ridge Format for Learning Guides................... 74-82
- D. Learning Guides Developed from June 30, 1979 to July 1, 1980 ... 83-93
- E. Progress Chart of Learning Guide Development........ 94
- F. Staff Development Activities....................... 95
- G. CBVE Bulletin...................................... 96
- H. Student Performance Agreement Form................. 97
- I. Employability Skills Form.......................... 98
- J. Polk County Grade Report 99
- K. Time Card 100-102
- L. Certificate of Recognition 103
- M. Script of Slide/Tape Presentation for FVA Conference.......... 104-114
- N. Sample Task Listings............................... 115-116

Tables

Page

1. Funding Source for Project Staff 1

2. Daytime Population by Ethnic Background 2

3. Daytime Population by Grade Level 3

4. Accomplishment of Project Objectives 4

I

Introduction

Statement of the Problem

The primary problem addressed by the project was the absence of an on-going, fully operational, competency-based vocational education (CBVE) institution within Florida. Although there are many individual vocational programs, even departments that are committed to competency-based instruction, Florida appeared to have no vocational-technical center, community college, or high school that had fully implemented CBVE in a transportable way. Many Florida vocational educators interested in implementing CBVE have traveled considerable distances through the country to visit CBVE sites such as: 916 Area Vocational-Technical Institute in Minnesota and Fox Valley Technical Institute in Wisconsin. The distance of demonstration sites from Florida severely limits the accessibility to such model CBVE programs by the majority of vocational educators. This report describes a project that will establish such a demonstration site in Florida to provide easy access to vocational educators who are interested in the CBVE approach.

Selection of Ridge

Under the sponsorship of the Division of Vocational Education, Department of Education, Ridge Vocational-Technical Center is being used as Florida's demonstration site project for implementation of competency-based education. As such, it serves as a working example, a place where vocational educators can observe CBVE in operation. Director Bill Hampton was committed to competency-based vocational education and had a school superintendent, instructional faculty, and support staff who were supportive of this approach to education and who were willing to do what was necessary to put it into practice. In addition, backup services were available from the Polk County Teacher Education Center, the University of South Florida, and the Division of Vocational Education. This combination of commitment and resources made Ridge an ideal setting in which to make competency-based vocational education a reality. Located in Winter Haven, Florida, Ridge is centrally located, providing easy access to Florida educators, and it serves a varied population, including both secondary and postsecondary students.

Student Population

Most Ridge students commute from the eastern half of Polk County, including the Auburndale, Davenport, Dundee, Frostproof, Haines City, Lake Hamilton, Lake Alfred, Lake Wales, and Winter Haven areas. However, because Ridge offers several courses which Polk Vocational-Technical Center does not offer, some students come from other parts of the county. Students may also come from surrounding counties, other states, or even other countries, although Florida residents are given priority over non-residents for admission.

Purpose and Goals of the Three-Year Project

The demonstration site project at Ridge began in July 1979, and is proposed to extend until June 30, 1982. The first year of the project focused on planning for demonstrating the competency-based approach, the projected efforts during 1980-81 will concentrate on demonstrating the center to vocational educators throughout Florida and other states. Included in the second-year activities are the conducting of organized visitations and development of dissemination plans with the Division of Vocational Education.

The third year of the demonstration site project will focus on disseminating and diffusing CBVE strategies, materials, procedures, etc., throughout the state. Among activities planned for 1981-82 are the continuation of dissemination of learning guides, and on-site demonstrations. The major goals of the three-year project are:

1. To establish an operational demonstration site for competency-based vocational education.

2. To develop and test implementation and management strategies so others could adopt CBVE in their vocational education system.

3. To incorporate Division of Vocational Education developed materials, projects, models and research findings to a competency-based setting.

4. To collect data on the efficiency and effectiveness of the competency-based approach to vocational education.

5. To document the CBVE design, development and implementation process.

6. To develop strategies for giving instructors the professional skills needed to manage competency-based programs.

7. To prepare a dissemination plan to provide task listings, student learning guides, implementation materials, management handbooks, forms, reports and related CBVE materials developed at Ridge to Florida vocational educators.

II

Methodology and Accomplishments of Project Objectives

Demonstration Site Project Staff

Dr. Robert E. Andreyka, Project Director, partially funded through the project, worked closely with the project staff in devising strategies and procedures for meeting objectives. Dr. John F. Crittenden, Curriculum Development Coordinator, Division of Vocational Education, served as liason between the project staff and the Division of Vocational Education with a minimum of a two-day meeting each month.

Director Bill Hampton appointed Sonia Parmer, Assistant Director of Curriculum, although not funded by the project, to coordinate activities between the project staff, Ridge instructors, and administrators. Ridge instructors participated in CBVE Instructor Committees which provided valuable input to the project staff concerning CBVE procedures (See Appendix A).

The project staff also included Wilma McCarty and Lisa Beverly, curriculum specialists, who were partially funded by the Comprehensive Employment Training Act (CETA) during the project year. The curriculum specialists work directly with instructors in preparing learning guides. CETA entirely funded Cheryl Johnson, clerk typist. CETA provided other support services as well as providing funds for equipment and software. The Polk County Teacher Education Center and CETA provided significant support for the implementation of CBVE at Ridge.

The instructional resource specialist, Larry Lloyd, funded through the project, oversaw repair and upkeep of resources used in the Individualized Learning Centers. The instructional resource specialist is responsible for the printing of learning guides for student use. Ann Walsh, instructional media specialist, maintains a media center where students may acquire print and non-print resources. The instructional media specialist is not funded through the project but is a member of the Ridge staff.

Table I shows that 4.98 full-time equivalent (F.T.E.) comprised the project staff during a 12-month period. However, the project funds only supported 2.32 F.T.E. This is an indication of the support the project received from other agencies.

Table 1

Funding Source for Project Staff

July 1, 1979 - June 30, 1980

	F.T.E.	TEC	PROJECT	CETA
Dr. Andreyka	.75	.25	.50	.00
Wilma McCarty	1.00	.00	.25	.75
Lisa Beverly	1.00	.00	.42	.58
Cheryl Johnson	1.00	.00	.00	1.00
Larry Lloyd	1.00	.00	1.00	.00
Consultant	.23	.08	.15	.00
Total	4.98	.33	2.32	2.33

Although the project was funded from a variety of sources there were many more persons who devoted their time and efforts, including instructors and administrators, to implementation of CBVE at Ridge.

The first major phase of the project (1979-80) focused on planning the demonstration site effort. In order to accomplish this goal, fourteen specific project tasks were identified. Each of the project objectives detailed in the project proposal are presented with a description of the methodology and what was accomplished.

Task 1: Document the CBVE implementation process

Ridge is a competency-based vocational-technical center as a model for vocational educators wishing to implement CBVE. The following thirteen tasks will serve to document the progress to date of the implementation process. Complete documentation of the narrative is in the files at Ridge.

Task 2: Continue development of student learning guides

The core of competency-based instruction at Ridge is the teacher prepared learning guide. One of the most important steps in a CBVE program is the development of effective learning activities to guide the student through the process of attaining tasks. Selection or development of learning activities and materials requires that the instructor consider the nature of the task, based on the previous task analysis, and the presentation of the material to the student.

Task listings. The skills and knowledge students are to attain are referred to as tasks. A task is a specific work activity at the entry level of the occupation. The instructor, with the help of an advisory committee complied a list of tasks that were considered essential for performance on a specific entry-level job. The list is called a program task listing. A program task listing spells out clearly and precisely the tasks for each program offered at Ridge. Task listings for 17 programs are shown in Appendix B. All task listings have been revised and reviewed by the program advisory committe and the project staff during the project time.

Learning guides. Learning guides are instructional packets that guide each student, on an individual basis, through the learning process. Because students enter the program at different times in a CBVE open-entry/open-exit system, traditional teaching methods are inefficient and impractical. The learning guide allows for an alternative to traditional class lecture. Because a learning guide is written for each task identified in the program's task listing, it allows the students to work on different tasks and enables the instructor to provide individualized attention where it is needed. To achieve this realignment of use of the instructor's time and attain the individualization that is required for the full operation of CBVE, self-paced; self-instructional materials for students were needed. Planning, development, and revision of these learning guides are the major parts of curriculum development at Ridge. With the help of curriculum specialists and university consultants funded through the project, instructors are expected to:

1. Maintain an accurate and up-to-date listing of duties and tasks leading to entry level employment in each specific occupation within a program.

2. Establish and maintain an effective, working advisory committee to validate duties, tasks objectives, and curriculum.

3. Develop a complete learning guide for each task included in a program task listing.

4. Review and evaluate a variety of available print and non-print learning resources to be used with learning guides.

5. Develop instruction sheets, written and performance tests, and other print resources and evaluation instruments to be used in conjunction with learning guides.

6. Evaluate the effectiveness of each learning guide and the overall curriculum, making needed revisions.

Writing procedure. Learning guides are written in a definite format as shown in Appendix C. The instructor writes a rough draft of the learning guide and submits it to the curriculum specialists. The guide is then reviewed by the project director and/or a consultant from the University of South Florida. The learning guide is checked for content, grammar, punctuation and possible copyright violations. It is then typed and given to the instructor for a final proofing. Instructor revisions are incorporated and the learning guide is reproduced for student use. The project staff provided support services to the instructor during the entire procedure. During the project time, there were 578 learning guides written by instructors at Ridge for a total of 685 learning guides completed during phase I and through the RVTC Learning Guide Writing Project for Special Needs Students, Project No. 0 - 2E41. Appendix D shows the progress instructors have made toward the completion of their programs throughout the project year. The following data summarizes the number of guides written per program from July 1, 1979 to June 30, 1980 (N=578). School wide 62% of the first draft of learning guides were completed at Ridge during the project year.

Agriculture	26
Automotive Mechanics	38
Business Education	69
Carpentry	33
Clothing Production and Services	55
Commercial Foods and Culinary Arts	29
Cosmetology	34
Distributive Education	18
Drafting	15
Heavy Duty Truck/Bus Mechanics	109
Industrial Electricity	53
Marine Mechanics	31
Masonry	53
Parts Marketing	47
Plumbing and Pipefitting	31
Welding	44

Techniques of writing were taught to instructors through in-service activities conducted through the Teacher Education Center of Polk County located in Bartow. However, two methods of compensation were tested to reimburse instructors for their writing efforts. During the in-service workshop conducted at Ridge, instructors were paid a $5 hourly rate for writing learning guides during specific hours in the evenings. Instructors submitted rough draft copies of their learning guides to the project staff with an attached sheet showing the amount of time spent on each guide. Members of the project staff were available Mondays and Thursdays from 4 p.m. until 6 p.m. for consultation. During this quarter, December, 1979, to February, 1980, there were 52 guides written at an average cost of $25 per guide. At this time, the project staff recommended that the method of compensation be changed to payment by the guide and that no specific time be set aside for writing. Instructors could get paid for all guides written outside the regular school day. Since the average time spent on each guide was 5 hours and instructors should be paid $5 hourly it was decided that instructors should be paid $25 per guide. This system continued through two additional quarters beginning in March 1980. During this time 147 learning guides were written. The project staff members were available for consultation on Mondays and Thursdays from 4 p.m. until 6 p.m. during the three quarter writing period. Appendix E shows the progress made by instructors in the development of learning guides.

Task 3: Conduct continuous conpetency-based staff development

A staff development project for the instructional staff began in July 1978 and was concluded in June 1980. This staff development effort was designed to equip the staff with the professional competencies needed to successfully implement competency-based vocational education at Ridge. This two-year staff development project conducted at Ridge Vocational-Technical Center was approved as a local program to satisfy requirements for the standard certification for those instructors who successfully completed the two-year program.

The last year of this two-year staff development program was completed during the project year. The staff development program was divided into three activities: Planning, Preservice Education, and In-service Education (See Appendix F). The entire staff development program is included in this report to provide background information. The following is a brief description and accomplishment of each activity.

Planning. During 1976-77 the ground work for the staff development project was laid. One of the first steps in planning for staff development at Ridge was the formation of an advisory committee to guide the program. Help was sought from a wide range of agencies and individuals who had been involved in similar projects or who could lend specialized assistance in particular areas. The committee was composed of representatives from: Ridge Vocational-Technical Center; Polk County School Board; University of South Florida; Adult-Vocational Education Department; Pinellas County Teaching Vocational Teachers Program; Dade County Performance-Based Teacher Education Program; Florida State University; and International Mineral and Chemical Corporation.

Recommendations from this group included establishment of a teacher training program consisting of an intensive six-week preservice program to be conducted during the first two years of operation of the school.

The committee drew up and verified a list of the professional competencies needed, and general and specific objectives were then written from these to serve as the bases for eleven staff development modules for the staff training program. Three major outcomes resulted in planning:

1. List of instructor competencies upon which the six-week preservice and two-year in-service programs were based was finalized.

2. Eleven staff development modules were developed for use in the preservice and in the in-service programs.

3. A detailed agenda was developed for the six-week preservice program as well as a tentative plan for the in-service program.

Preservice Education. After the modules were developed, the initial training took place from July 5, 1978 to August 15, 1978 during a six-week preservice workshop prior to the opening of Ridge. During this intensive six-week workshop instructors were assisted in developing human relations skills, developing a list of student competencies for their programs, planning and delivering a demonstration and illustrated talk, both of which were videotaped and played back for critique Emphasis was placed on the writing of student learning guides.

As a result of the six-week workshop, instructors received college credit through the University of South Florida in the following courses:

1. EVT 4061 - Teaching In Industrial/Technical Education . . . . 4 q.h.
2. EVT 4364 - Methods of Teaching. . . . . 4 q.h.
3. EVT 5176 - Curriculum Construction . . . . 4 q.h.

In-service Education. The in-service program began September 1978 and concluded June 1980. One year of in-service education concluded during the project year of this report. Included in this in-service activity were:

1. Individual and small group assistance in the areas of learning guide development, testing, competency-based vocational education program management, establishing learning stations, and related professional skills. During 1978-79, Dr. William E. Blank, Assistant Professor, University of South Florida, worked directly with Ridge staff through Polk County Teacher Education Center.

2. An intensive two-week workshop conducted during December 1978 focused on:

   a. Revision of the program task listings
   b. Continuing development of learning guides

3. Dr. Robert E. Andreyka, Project Director, Professor at University of South Florida, began phase I with an intensive two-week workshop during the summer of 1979, supported by the Teacher Education Center university service hours focused on:

   a. Implementing a competency-based grading system
   b. Managing competency-based learning
   c. Continuing development of learning guides
   d. Reading in the content area

4. Dr. Andreyka provided individual and small group assistance in the areas of learning guide development, testing, competency-based vocational education program management, establishing learning stations, and related professional skills through his project responsibilities throughout the academic year.

5. A one-day workshop was conducted on Sex Equity on January 18, 1980 by Charlotte Carney, Department of Education.

6. A CBVE Curriculum Review Project No. 7-2021 through the Division of Vocational Education was used to stimulate the revision of learning guides to accommodate special needs students.

7. Additional activities throughout the two-year period designed to upgrade and add to instructors professional skills. These include visits to other schools, visits to Ridge by other instructors, attending Florida Vocational Association Conference, use of a monthly CBVE Bullentin (See Appendix G), participating in various in-school CBVE committees.

8. The completion of seventeen quarter hours of University of South Florida courses taught on site from September 1978 to June 1980.

a. EVT 4365 - Special Methods: ITE	5 q.h.
b. ADE 5385 - The Adult Learner	4 q.h.
c. EVT 4367 - Assessing Student Skills	4 q.h.
d. EVT 4065 - Principles of Adult and Vocational Education	4 q.h.

Following the advisory committee recommendations, the project staff conducted subsequent in-service training consisting of workshops and one-to-one sessions for Ridge staff, focusing on helping instructors write individual learning packages and managing competency-based vocational education. The staff development program was primarily supported by the Polk County Teacher Education Center. The Teacher Education Center had been set up by the Polk County School Board on the principle that teachers can best assist with improving the education when they directly and personally participate in the identification of training needs and in the development and implementation of programs to meet those needs. Given this philosophy, the Teacher Education Center was a natural training program in CBVE at Ridge. Excluding Teacher Education Center staff development time the approximate funds, according to James W. Miles, Director of Staff Development, expended for the staff development program during July 1978 to June 1980 were as follows:

1. Steering Committee:

a. Contracted Services	$ 3,000.00
b. Teacher Release Time	500.00
c. Materials and Supplies	500.00
d. Travel and Per Diem	2,000.00
e. University Service Hours	8,000.00

2. Program Development:

a. University Service Hours	6,000.00
b. Contracted Services	3,000.00
c. Materials and Supplies	1,500.00
d. Travei and Per Diem	1,000.00

3. Program Delivery:

a. Instructor's Compensation	37,000.00
b. Materials and Supplies	2,200.00
c. Contracted Instruction	2,700.00
d. University Service Hours	33,750.00
e. Miscellaneous Travel	3,000.00
Total of approximation	$104,150.00

University service hours for staff development are projected through phases II and III of the three-year demonstration site project. University of South Florida consultants will provide technical assistance for continuous staff development at Ridge.

Task 4: Field-test CBVE grading system

One of the major differences between a competency-based program and a traditional program is the manner in which students are evaluated. Ridge has developed a competency-based grading system which utilizes the following principles:

1. The student should know at the beginning exactly how they will be evaluated and graded.

2. The student should not compete with other students for grades. They should compete with a set standard.

3. The student's grade should be based on attainment of tasks needed on the job.

4. The student should receive credit toward a grade for successfully completing tasks, not for just attending school. In each grading period, a student receives two separate grades: Task Attainment Grade and Employability Skills Grade.

Task Attainment Grade. At the beginning of each grading period and at the time new students enter the program, instructors sit down with individual students to plan their activities for the entire grading period. They use a Student Performance Agreement Form (See Appendix H). Students at Ridge are accountable for all instructional time while on campus. As Ridge is part of the county school system, a full-time day student receives instruction 5 hours a day, 5 days a week for a 6-week grading period, or 150 hours. The students at Ridge are responsible for accomplishing 150 hours worth of learning. The student and the instructor agree on a list of tasks from the program task listing that will be attained during the grading period.

The grade is determined by assigning to each task a number of standard hours, defined as the number of hours typically required to attain the task. The number of standard hours assigned reflects the complexity of the task, but not its difficulty. Difficulty of a given task may vary greatly from one student to another, while complexity is a factor determined by the nature of the task itself. The number of standard hours were computed after several students had completed a given learning guide. However, until this average was obtained, a careful estimate of time was made by the instructor.

As in the working world, students are expected to use their time industriously and are recognized for their performance. If a student receives a 150 clock hours of instruction in a grading period, their ideal output should be 150 standard hours attained tasks. An attainment of fewer standard hours is reflected by a lower grade. A grade reflects the proportion of standard hours attained to clock hours in the vocational program. At the end of the grading period, grades are computed differently for adults and high school students. Adults receive a grade designation of S/U. Since high school students require credits for graduation, high school credits are adjusted for the number of standard hours completed and a letter grade must be given.

Employability Skills. The second grade received by each student emphasizes the importance of developing employability skills for employee-employer relations and keeping of a job. The student is evaluated objectively on the basis of their punctuality, attendance, proper use of equipment, adherence to safety practices, and interaction with supervisor and co-workers. Ridge has developed a procedure for computing an employability skills grade. This is a separate grade and each grading period the student may lose points for violation of any of the fourteen items shown on the Employability Skills Form (See Appendix I). Ridge instructors from all programs and their advisory committee agree that these items are an important aspect of a student's preparation for business or industry and are common for all programs at Ridge. The student's grade is 100 points minus the violations each grading period. The Polk County Public School Grade Report has been revised for Ridge to record their employability skills grade (See Appendix J).

Task 5: Review completed and on going state projects, materials, and research efforts

Ridge has utilized the following materials, models, products, and research findings that support the competency-based approach to vocational education:

The Center for Studies in Vocational Education. The Center for Studies in Vocational Education worked closely with Ridge, providing support services. During the project year the Center was instrumental in the production of two products and the design and layout of the time card and Student Performance Agreement Form. Two key publications developed at Ridge, produced by the Center are listed below.

Andreyka, R.E., & Parmer, S., McCarty, W., & Beverly, L., Learning at Ridge Vocational-Technical Center. Tallahassee: Center for Studies in Vocational Education. 1980.

Andreyka, R.E., & Parmer, S., McCarty, W., & Beverly, L., CBVE on display. Tallahassee: Center for Studies in Vocational Education. 1980.

Florida V-TECS Catalog Project. Florida V-TECS catalogs provided help in identifying tasks and duties. The following programs have utilized V-TECS Catalogs: Commericial Cooking and Culinary Arts, Clothing Production and Services, Plumbing and Pipefitting, Welding, Cosmetology, Carpentry, and Masonry.

The Automotive Mechanics Curriculum Development Project. This material has proved very helpful in developing the Automotive Mechanics program. The Automotive Mechanics Curriculum materials are incorporated into the learning guides as a resource. The student is referred to this material as it pertains to a specific task. The instructor utilizes the Automotive Mechanics Curriculum pre-tests and post-tests for students who wish to test out of a particular task.

Local Management Plan for Vocational Equity. Ridge's goal is to promote and ensure equity within all vocational programs. Vocational equity includes the provision of equal opportunity for vocational education to all persons regardless of race, color, sex, national origin, age, handicap, religion, or marital status. Ridge ensures that all students have equal opportunity within the program. Charlotte Carney, Equity Specialist for the State of Florida presented a program on equal opportunity for all students in traditional and non-traditional programs. Students are strongly encouraged to undertake vocational training in non-traditional areas if it is the type of work they enjoy and for which they are suited.

National Occupational Competency Testing Institute (NOCTI). Two Ridge instructors, John Berry, Masonry instructor and Frank Pierce, Parts Marketing instructor participated in the development of test items for the National Occupational Competency Testing Institute test to be administered to students. A written and performance test will be given to each student who completes a program to certify competency in the program area. All vocational students in the state may have to pass this test before a certificate is awarded.

Southeast Curriculum Network. Materials were received from other states throughout the country through the Southeast Curriculum Network. Available materials were collected for use in the appropriate program areas.

The Employability Skills Series. The Employability Skills Series was incorporated into the competency-based grading system. A procedure system is employed which uses an Employability Skills Form and a report card showing an employability skills grade.

Florida'a Approach to Competency-Based Individualized Teaching (FACIT). The FACIT materials were being revised and reviewed at the Center for Studies in Vocational Education during the project year. When these materials are available they will be utilized.

Task 6: Secure and develop mediated learning materials

Since CBVE encourages students to learn at their own pace, the media center is important because it allows students to obtain print and nonprint resources necessary for attaining skills required by the learning guide.

Working as a team, Ann Walsh, instructional media specialist, Larry Lloyd, instructional resource specialist, and the instructor combine their talents to provide students with the materials needed to make their learning at Ridge most successful.

The instructional media specialist maintains a media center which contains a cross-referenced file on all print and nonprint materials located at Ridge. This is also a central depository of general technical manuals for school and community use.

After consultation with the instructor and instructional media specialist, the instructional resource specialist orders necessary materials and then oversees repair and upkeep of the resources in the individualized learning center. Since the individualized learning center is subject to change if the program changes, the instructor keeps in close contact with the instructional media specialist for new equipment, software and ideas necessary to enhance the student's learning.

During the project year a slide presentation on shop safety was developed for Automotive Mechanics. The Business Education Department videotaped seven presentations concerning job interviewing. A series of slides were taken for the Carpentry program to be used in a revised learning guide. Several instructors had photographs taken of specific tasks in their programs and incorporated them into learning guides.

Task 7: Incorporate the open-entry and open-exit concept

Ridge operates under an open-entry, open-exit concept. Classes are offered according to student demand, and may go on continuously all year. When a student exits from the program, the vacancy may be filled immediately by another student. A one day orientation program is conducted on the first and third Monday of each month by Ridge administration and project staff. Students do not have to start classes in September or January as they do in traditional school settings. The time required for completion of a program varies. If the learner has prior experience and can pass a pre-test, the student may proceed at an individual pace. The performance test or evaluation is based on predetermined and stated standards of performance.

It is the philosophy of Ridge to take each student where they are upon entering the program and help the student attain the specific job competencies needed to meet personal short and long-range employment goals. Students receive full credit for existing competencies, and remediation is provided through the Individualized Manpower Training System for deficiencies in basic skills. Every effort is made to provide guidance to the student as they select a specific training program.

Task 8: Reorganize shops, labs and classrooms for individualized competency-based learning

Each program at Ridge is working toward having the necessary tools, materials, audiovisual equipment and software needed to implement their own learning center. The related classroom adjacent to the shop or lab is being converted for an Individualized Learning Center. The software materials found in the Individualized Learning Center are the learning bank of resources required in learning guides necessary to attain the tasks. The resources of the Individualized Learning Center are cross-referenced with the Media Center file. The Media Center contains general technical manuals for student and instructor use. The close proximity of the Individualized Learning Center to the shop or lab area gives students easy access to materials which enhance the student's learning process. The area is large enough to provide for individual tables or carrells so that private study is encouraged. Storage facilities are also available to hold additional materials for student use.

Since each program involves a different physical arrangement of the Individualized Learning Center, the instructor works with the instructional media specialist to design a workable resource room. During the 1979 in-service summer workshop at Ridge, assistance was provided to instructors to begin the development of the Individualized Learning Center. After consultation between instructor and instructional media specialist, the instructional resource specialist, funded by the project, was directed to initiate the physical actions of setting up the Individualized Learning Center. The materials needed are ordered and constant repair and upkeep are provided by the instructional resource specialist for new equipment, software and ideas necessary to enhance the student's learning.

The competency-based vocational education concept centers on individualized student performance. The Individualized Learning Center appears to provide better comprehension and retainment of knowledge and skills than is possible in group instruction. The Individualized Learning Center allows each student to learn at their own pace. Working together as a team, the instructor, instructional media specialist, and instructional resource specialist combine their talents to provide students with the materials needed to make student learning at Ridge up-to-date.

Task 9: Plan CBVE data management system

Although the proposal objective stated that a CBVE data management system would be planned, the lack of funds for a computer system severely hampered the progress. The components listed below may be considered for inclusion in a data management system at Ridge.

Recruitment. In keeping with the educational system's commitment to the elimination of sex stereotyping, Ridge encourages men and women to discover the type of work they enjoy and obtain the necessary skills to achieve success, regardless of the traditional assignment of that occupation to either females or males. All programs are open to both women and men and evaluation of skills is objective, competency-based and unbiased. The project staff worked cooperatively with the School-Industry Education Coordinator, guidance office and administration at Ridge to ensure elimination of sex stereotyping in recruiting. Recruiting is conducted inside the school as well as outside.

The in-school recruitment used at Ridge consists of prospective students visiting Ridge. They are taken on a tour of the school to see first-hand how other students develop skills in CBVE programs. General admission literature was given to these visiting students as well as individual program literature. Flyers for each program were designed and printed for the 1979-80 school year by the project staff with input from the guidance office. Career counseling is also provided by Ridge staff when requested. The recruitment process used outside of Ridge is conducted by personnel presenting slide/tape presentations as well as printed literature informing the community about programs offered at Ridge. The CBVE approach is emphasized throughout the recruitment process by school personnel.

Orientation. The project staff works closely with Ridge's administration staff in coordinating the orientation program for new students. A learning guide entitled "Complete Student Forms" was developed by the project staff to be used in the orientation program. Within this learning guide, steps are taken to help students attain an awareness of competency-based instruction, their responsibility in CBVE, the time card, grading system, youth groups, various school forms, and general policy information. When a student completes the learning guide, credit is given, just as if the new student had finished a task on their program task listing. Within the orientation program a tour through all programs is given to the students.

Screening and Testing. At Ridge, all students are admitted without a prerequisite test. However, the Work Evaluation Center supplies screening and testing for the student who enrolls. This center is planned to assist individuals in making vocational decisions by determining their assets and liabilities as they relate to vocational goals. The Work Evaluation Center does not make vocational decisions for its clients, but rather provides information and experience that enable clients to make appropriate and realistic career decisions for themselves.

Individuals are referred to the Work Evaluation Center from a variety of sources. The majority of clients are referred through the Heartland Employment Training Administration, CETA prime sponsor of the area. CETA clients are tested at Ridge prior to enrollment. Other referrals to the Work Evaluation Center are from the Division of Vocational Rehabilitation, school counselors at Ridge or other schools, occupational specialists and other community agencies. Some clients hear about the services and request help without a referral.

Work Evaluation. The two-week evaluation process begins with a general orientation followed by a series of paper-and-pencil tests that measure the client's achievement, intelligence and interests. After holding an interview with the client, the work evaluator develops an individual work-evaluation plan based on test data and interview information. This plan raises evaluation questions about the client that need to be answered and includes several work sample assignments designed to test the client's aptitudes. The client completes the work sample tasks under the direction and observation of a work evaluator. The work evaluator uses the vocational exploration materials to gain further information about the client's occupational interests. At the completion of the evaluation program, the work-evaluation staff meets to discuss all the data relevant to each client. A report that includes vocational recommendations is then compiled and forwarded to interested agencies, or discussed with the client by school guidance personnel.

Guidance. The guidance office provides career counseling for high school and adult students entering Ridge as well as performing non-traditional duties associated with CBVE. Since CBVE calls for an open-entry/open-exit plan, new students enter bi-weekly and exit interviews are held each day. The CBVE approach requires the guidance office to have frequent contact with agencies sponsoring adult students such as: CETA, Veteran's Administration, Division of Rehabilitation, Division of Blind Services, Social Security Adminstration, Bureau of Workman's Compensation and area high schools.

Area high school students are considered as applicants on an individual basis. Credits earned apply as electives toward high school graduation. The project staff constructed a credit schedule for high school students and it was approved by the administration to be implemented into Ridge's competency-based approach. A high school student earns credits, determined by the guidance office, using the credit schedule as follows:

150-224 standard hours	1 credit
225-374 standard hours	2 credits
375-524 standard hours	3 credits
525-674 standard hours	4 credits
675-824 standard hours	5 credits
825-900 standard hours	6 credits

Some high school students are enrolled in one academic subject at Ridge in addition to their vocational program. Since Ridge is using the competency-based approach, it is possible for the student to achieve competency in all 900 standard hours of their vocational program for a maximum of six credits and also earn credit in the academic subject during the school year.

The guidance office is responsible for providing potential employers with information about a student's performance in the program as well as a record of employability skills. This information is obtained from a student's Performance Agreement Form, report card and a copy of the student's Certificate of Recognition. Referring to these three items gives immediate feedback regarding tasks attained while the student attended Ridge. The project staff designed the Certificate of Recognition which was awarded to the student upon program completion.

Waiting lists and enrollment. The only admission requirement at Ridge is that a student be sixteen years of age or older. If the program is filled, the student may request to be put on a waiting list. In most of Ridge's programs, twenty students is considered as full capacity with the exception of six programs. In Automotive Mechanics, Heavy Duty Truck/Bus Mechanics and Welding, 36 students are accepted before they are considered closed; Commercial Vehicle Driving's capacity is 18 students and Business Education is 90 students.

When an opening exists, the student whose name is next on the program waiting list is contacted. The open-entry, open-exit concept allows one student to enter any time throughout the school year when an opening occurs.

The 1979-80 enrollment of daytime student population by ethnic background is summarized as follows:

Table 2

Daytime Population by Ethnic Background
1979-1980

NUMBER	PERCENT	ETHNIC BACKGROUND
499	67%	White
222	30%	Black
20	3%	Other
741		

The daytime population by grade level, showing entering students, completing students, job-outs/drop-outs, and suspensions, is summarized as follows:

Table 3

Daytime Population by Grade Level
1979-1980

GRADE LEVEL	10	11	12	ADULT	TOTAL
Entering students	28	81	65	567	741
Completing students	3	12	27	220	262
Job-outs/drop-outs	7	11	9	150	177
Suspensions	2	3	0	1	6

IMTS involvement. The purpose of the Individualized Manpower Training System Center (IMTS) is to help adult students compensate for deficiencies in reading, language arts or math skills. Other adult students who have more general skill deficiencies are not able to succeed in their vocational choice until they have worked in the IMTS Center for several weeks. The goal of the IMTS Center is to enable adult students (age 16 or older) to enter and succeed in vocational education through a program designed to remedy individual deficiencies. Sometimes, an exception is made and a high school student is allowed to work in the IMTS Center. Permission for high school students to work in the IMTS Center has to be given by the guidance office.

Students are not penalized for time spent working in the IMTS Center. At the beginning of each grading period, the instructor and student plan the tasks that the student agrees to complete during the grading period. These tasks are listed on the Student Performance Agreement Form. The hours spent working in the IMTS Center would be substracted from "in school hours" to determine the student's time in the vocational program. The student is not penalized for time spent in the IMTS center. The student is only accountable for actual time spent in the vocational program for grading purposes.

CETA/VA. CETA students and veterans make up a portion of Ridge's population. The major reason for this is the benefits that appear to be extended to students through a competency-based approach to vocational education.

The purpose of CETA is to provide training and job opportunities to economically disadvantaged citizens who are unemployed or underemployed. The competency-based system at Ridge offers the open-entry, open-exit concept which helps CETA clients to enter Ridge at the time vocational training is needed. Self-paced curriculum materials written at a low reading level make it possible for the slow learner to remain in a program without being compared to other students. Ridge's flexibility in implementing CBVE lends itself to meet the special needs of CETA students.

Veterans also benefit from the CBVE system at Ridge. Since individualized, self-paced learning guides allow students to take a pre-test and test out of tasks which they are competent, veterans can receive credit for skills they have already attained in their military service.

Data management. Even though the computer system was not implemented in the project year, plans were conceptualized for computer utilization for CBVE development. In addition to baseline data, the computer could be used for the grading system and standard hours calculation unique to CBVE programs. Since CBVE programs maintain records of task attainment, standard hours assigned and hours expended to actually attain the task, the computer could be utilized to calculate grades as a by-product of the Computer Management Information system utilizing time card data as input. Statistics of task completion could provide actual student hours expended and average hours by task for instructor consideration of hour modification on a daily basis, if necessary.

The computer could also be used to record and provide statistical results of both hours expended and materials consumed in development and use of CBVE learning guides. These results could be instrumental in the prediction of personal needs and materials required for new programs anticipated at Ridge, as well as vocational schools throughout the state considering development of competency-based programs.

Time cards. In CBVE at Ridge, evaluation methods differ from methods used in a traditional vocational school. Students are held accountable for the time spent in the program and this accountability is reflected in the grade. Attendance, punctuality and progress are recorded on student time cards (See Appendix K). As in the working world, students are expected to be time conscious. Students use a time card to "punch in and out" as they arrive and leave each day and when attending the IMTS Center or academic classes. At Ridge, new time cards are issued every two weeks. Record keeping is required in all areas of business and industry. Therefore, students at Ridge experience record keeping by utilizing a time card. Other advantages of using time cards are that:

1. Accurate records are maintained with a minimum of effort on the instructor's part.

2. Accurate daily attendance data is maintained.

3. Accurate data on which tasks students are working on is maintained.

4. It provides a way to record when tasks are attained.

Issuance of certificates of competence. When a student exits a program at Ridge, the student receives a Certificate of Recognition (See Appendix L). This certificate includes the student's name, program title in which the student is enrolled, date, instructor's signature and director's signature.

If additional information is needed by a prospective employer about job-entry tasks which the student attained, the guidance office refers the employer to the student's instructor. The instructor informs the prospective employer of the tasks the student attained by referring to the student's performance agreement form. The program task listing is sent to the prospective employer if requested.

Task 10: Plan school schedule for year-round operation

The planning for Ridge Vocational-Technical Center's year-round operation was not finalized. However, Ridge did plan for a 1980 summer school session which kept school in progress for twelve months in fourteen (82%) programs. In Ridge's initial planning for this year-round operation, findings indicated the Polk County's school board policy only provided instructors with a 10-month contract. The year-round operation of a vo-tech center is impaired by restrictions of policies that relate to secondary education. However, there is some flexibility by the use of a summer session. A change in school board policy would allow for greater utilization of the vo-tech facilities for training purposes.

Task 11: Plan for internships and use of site for training

The plans for on-site training at Ridge Vocational-Technical Center for administrators and instructors to learn how to implement competency-based vocational education were postponed to a later time. This topic was discussed by Dr. John F. Crittenden, Project Monitor of the Florida Division of Vocational Education, with the project director. For Ridge to be the training center for internships and on-site training for those wanting to implement CBVE would require staff development funding rather than research funds which currently support the project. Dr. Crittenden would explore ways to acquire other monies for training. More in-depth planning will be discussed in the second year of the three-year project. Although on-site training at Ridge was not planned, Ridge was involved through out the year in presenting their CBVE approach to visitors and at off-campus locations, a year before the three-year proposal planned for demonstration.

Task 12: Prepare display and materials for Florida Vocational Association Conference

The plan for publicizing Ridge Vocational-Technical Center Demonstration Site at the Florida Vocational Association Conference in August of 1980 was finalized. Ridge was designated to have booth number 70 at the Florida Vocational Association Conference. Within the booth, two displays were to be included. One was to present a continuous slide/tape presentation, approximately 9-12 minutes in length, containing about 80 slides. The script provided for a narrative explaining the demonstration site project and the process of implementing competency-based vocational education at Ridge (See Appendix M). The second display was to contain sample task listings and learning guides from each program at Ridge (See Appendix N), a student handbook, and a publication introducing CBVE at Ridge.

Plans were made to print 1,000 copies of one sample learning guide from each program (18,000 copies); 1,000 copies of one task listing from each program (18,000 copies); and 4,000 copies each of the two publications listed below. The estimated costs of presenting Ridge as Florida's Demonstration Site for Competency-Based Vocational Education at the Florida Vocational Association Conference were as follows:

Printing learning guides and task listings	$2,850.00
Printing Ridge Vocational-Technical Center: Competency-Based Vocational Education on Display	3,600.00
Printing Learning at Ridge (student handbook)	2,800.00
Travel for project staff	305.00
Cost of slide/tape presentation	525.00
Total cost (excluding staff time)	$9,775.00

The project staff, Ridge instructors and administrators were to be assigned to the booth to distribute materials and answer questions from educators interested in CBVE.

Task 13: Develop program of work for second and third year of project

The first year of the project focused on planning for demonstrating the competency-based vocational education approach. The second year (1980-81) will concentrate on demonstrating the center to Florida vocational educators. The third year (1981-82) will focus on dissemination and diffusion.

Second year. The second year of the three-year project will continue to install and improve CBVE throughout Ridge; and conduct demonstration site activities where vocational educators can observe CBVE in operation. The objectives of the second year are to:

1. Design and assemble booth at August, 1980 Florida Vocational Annual Conference to publicize demonstration site and disseminate first year products: Education on Display and Learning at Ridge Vocational-Technical Center, and a sample learning guide and task listing from each program.

2. Complete writing of the first draft of student learning guides for each vocational program.

3. Conduct in-service education for new and experienced Ridge teachers emphasizing curriculum development and management skills for competency-based instruction.

4. Revise program task listings based on experience from 1979-80.

5. Revise learning guide format and begin revision of learning guides.

6. Present the 'Ridge Story' and 'Florida's Commitment to CBVE' at the 1980 American Vocational Association Convention.

7. Plan for and conduct demonstration site visitations and activities. A packet for visitors will include the two booklets listed in Objective 1. It will also include sample learning guides, task listings, employability skills, time card, Certificate of Attainment and a Student Performance Agreement Form.

8. Incorporate Division of Vocational Education materials and research findings deemed appropriate by the Division of Vocational Education project monitor including Florida's Approach to Competency-Based Individualized Teaching, appropriate Vocational-Technical Education Consortium of Studies catalogs, Automotive Mechanics Curriculum, Employability Skills Series, Competencies for Business Education, Review/Select manual and reading modules.

9. Produce a teacher-oriented publication to help the instructors implement essential CBVE components; individualized, self-paced instruction; open-entry to and exit from programs; programs based on specific occupational competencies; performance based assessment; and a management system for the delivery of CBVE.

10. Provide leadership to the Decentralized Welding Project and adapt the Ridge learning guide format in the project's curriculum.

Third year. The level of funding and evaluation of the results of the second year work will determine the specific objectives of the third year. However, the projected program of work for the third year of the three-year project will focus on disseminating and diffusing CBVE strategies, materials, and procedures throughout the state. The objectives of the third year would be to:

1. Conduct demonstration site activities at Ridge for vocational educators interested in strategies, materials, and procedures for implementing CBVE.

2. Conduct workshops to assist vocational instructors from schools in selected programs in adopting and/or adapting Ridge learning guides in their programs.

3. Finalize format to be used for second draft of learning guides.

4. Revise and prepare learning guides for field-testing or dissemination by the State of Florida.

5. Write an Employability Skills learning guide using the Employability Skills Series developed by the Department of Education as a primary resource.

6. Explore CBVE management using Polk County School District's existing computer.

Task 14: Evaluate first year progress

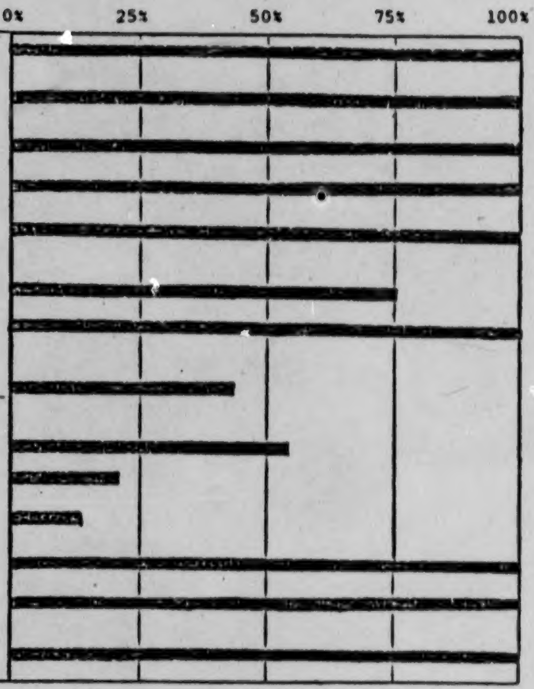
Table 4 shows the progress made during the project year toward achieving the objectives outlined in the proposal. Task 2 is shown as 100% completion, however, this task is continuous and will extend into the next year. During the project year, 62% of first-draft learning guides were completed. Tasks 6 and 8 are on going and will conceivably extend longer than one year. The development of mediated learning materials is a process which is under continual change as instructors revise learning guides. The progress of Task 9 reflects the lack of funds to implement a computer system for data management. Also, since instructors progress at different rates, the extent of the development of the individualized learning centers vary. Task 10 concerning year-round school is an important aspect of CBVE which needs more attention from local administration. Task 11 was tabled early in the project year and the demonstration site was not involved in on-site training internships other than making visitors aware of CBVE.

In retrospect, it is the opinion of the Project Director that the fourteen objectives represented more than what should be expected for the resources and funding level of the project ($60,000). However, the achievement of the stated objectives are indicative of the project staff's commitment to CBVE and the effort and support of Ridge instructors and administrators.

Table 4

Accomplishment of Project Objectives

Task No.	TASK DESCRIPTION
1.	Document the CBVE Implementation Process
2.	Continue development of student learning guides
3.	Conduct continuous competency-based staff development program
4.	Field-test CBVE grading system
5.	Review completed and on-going state projects, materials and research efforts.
6.	Secure and develop mediated learning materials
7.	Incorporate the open-entry and open-exit concept
8.	Reorganize shops, labs and classrooms for individualized competency-based learning
9.	Plan CBVE data management system
10.	Plan school schedule for year-round operation
11.	Plan for internships and use of site for training
12.	Prepare display and materials for FVA August Workshop
13.	Develop program of work for second and third years of project
14.	Evaluate first year progress



III

Recommendations

The Florida Demonstration Site Staff offers the following recommendations.

New Format

1. Since Ridge serves as Florida's Demonstration Site, it is recommended that the forms on which learning guides are written be revised. It is suggested that the Center for Studies in Vocational Education work with the project staff in the design. The format should be adaptable so that other schools could utilize the material developed at Ridge. The project staff recommends the adoption of a state format for individualized instructional materials so all schools could share instructional materials.

Writing Learning Guides

2. Writing learning guides should be considered as part of the instructor's role, such as lesson planning, management and curriculum development. It is the recommendation of the project staff that financial compensation for writing learning guides be eliminated except for attendance at in-service workshops. However, other means of compensation may be used such as receiving college credit or release time, if necessary. The project staff observed that the use of financial compensation created morale problems among instructors. Instructors who had written their programs on their own time felt that others were being compensated for falling behind. Also, it was believed that if a payment plan is used, it should be implemented from the beginning, if at all. Seven programs: Agriculture, Plumbing and Pipefitting, and Distributive Education did not receive compensation during special pay periods during the project year (See Appendix E).

Curriculum Specialist Certification

3. Since curriculum specialists are needed in competency-based vocational education programs, an effort should be made by the State of Florida to establish certification of curriculum specialists in vocational education which would

allow local school boards to employ such individuals on a permanent basis. As CBVE grows in Florida, the need for these individuals will grow.

Teacher Education Center

4. The Polk County Teacher Education Center (TEC) provided valuable support services to the project throughout the staff development program. Continued support and cooperation with the TEC is anticipated. It is the opinion of the Project Director that the TEC was a prime factor in the successful implementation to date of competency-based vocational education at Ridge. Therefore, it is recommended that any school district desiring to implement competency-based vocational education should utilize all services of the Teacher Education Center in their district or Staff and Development at the community college level.

Administrators' Workshops

5. Based on the needs of visitors to Ridge, it is apparent that workshops for vocational administrators to plan and implement CBVE be a top priority of the Department of Vocational Education.

Administrator's Handbook

6. It is the recommendation of the project staff that a handbook be developed for helping vocational-technical administrators in planning for CBVE in their schools.

Grading

7. The field-testing of the CBVE grading system within Ridge provided the following data. Students place more emphasis on employability skills when a separate grade for this skill is represented on the report grade. This also allows an employer to evaluate a student's past performance in occupational skill and work attitude. It is the recommendation of the project staff that the procedure of giving two grades be continued at Ridge and adapted to other vocational programs.

Certificate

8. During the project year, a certificate of recognition was awarded to the student upon program completion. The project staff concluded that a certificate should be awarded whenever a student exits from a program. This certificate of attainment should have a complete task listing on the reverse side and an evaluation of employability skills. This type of certificate would allow a potential employer to see the student's competencies without calling the guidance office for a transcript. The instructor would initial those tasks which were attained by the student.

Employability Skills

9. In order to effectively communicate the necessity of acquiring good on-the-job skills the project staff feels that a learning guide for employability skills should be developed which would use the Employability Skills Series as a resource. This learning guide would include the 14 employability skills identified in the 1979-80 project year as necessary characteristics for an entry-level worker. In addition to this, the learning guide, "Complete Student Forms" should be revised to reflect changes in CBVE procedures used at Ridge. These two learning guides would be used as the basis for student orientation conducted at Ridge.

Computer

10. The project staff recommends an automated system that should include useability for CBVE time accounting, CBVE grading and tracking system to manage recording of tasks. Potential record layouts, operational flowcharts, and possible computer reports generated should be made for the computer capability into other CBVE programs, including instructional content, duty areas and task listings.

Center for Studies in Vocational Education

11. It is the recommendation of the project staff that the Center for Studies in Vocational Education work with the project staff to develop a presentation for use by vocational schools concerning CBVE and the demonstration site.

Teacher Handbook

12. It is the recommendation of the project staff that a handbook be developed for orienting new instructors to CBVE,and it could be used with experienced instructors at other schools wishing to implement CBVE.

Year-round School

13. Any school wishing to implement CBVE is strongly encouraged to adopt the open-entry, open-exit concept. This system allows for students to enter or exit a program as personal needs dictate. Therefore, it is highly recommended that plans remain in progress to implement year-round operation with instructors having a year-round contract option to obtain a truly competency-based vocational education program.

Student Orientation

14. A one day orientation is conducted on the first and third Monday of each month by Ridge administrators and the project staff. Due to the significance of the material covered in orientation the project staff suggests that orientation be extended to two full days to allow adequate time to cover the material.

Training and Internships

15. Consideration should be given to using the demonstration site for training and internships for those interested in implementing CBVE.

Comprehensive Employment Training Act

16. The CBVE concepts of open-entry/open-exit and individualized instruction directly serves the special needs of CETA clients. Schools planning to implement competency-based programs should research ways in which the CETA prime sponsor in their area could be involved from the early stages of development. CETA has also been instrumental in providing financial support for personnel, equipment, and software needed in the CBVE approach at Ridge. TEC and CETA have provided valuable support services to Ridge and should be prime sources for Florida Vocational Educators.

IV

Product Descriptions

Products developed during the project time exceeded the projections in the proposal for 1979-80. The products are submitted separately, however, some also appeared in the appendices. During the project time the following products were developed by the demonstration project staff and are listed below with a brief description.

Task Listings. Seventeen task listings (See Appendix B) were developed, one for each program. The task listing identifies the skills needed for an entry-level worker in the occupation. The task listing allows students to know in advance what skills they must perform. Instructors have utilized V-TECS in the development of their task listings, if available.

Learning Guides. During the project time there were 578 learning guides written by instructors with support service provided by the project staff. Learning guides are instructional packets that guide each student, on an individual basis, through the learning process. Because a learning guide is written for each task identified in the program's task listing, it allows the students to work on different tasks and enables the instructor to provide the individualized attention where it is needed. A list of completed learning guides appears in Appendix D by program.

Introduction to CBVE at Ridge. An 18 page illustrated, color booklet entitled, "CBVE on Display" was developed by the project staff and produced by the Center for Studies in Vocational Education for the purpose of introducing, orienting vocational educators to CBVE at Ridge. The publication describes the development of a competency-based vocational curriculum. The booklet was produced for distribution at the August Conference and to visitors at Ridge during phase II of the project.

Student Handbook. A 38 page booklet, "Learning at Ridge," designed to orient students to Ridge was developed by the project staff and produced by the Center for Studies in Vocational Education. The booklet will be used as a resource for the student orientation guide 'Complete Student Forms' since it contains information on various programs, safety, grading, youth groups, and CBVE procedures. This booklet was produced for distribution at the August Conference and also for visitors to Ridge during phase II of the project.

Slide/tape Presentation. A slide/tape presentation was developed by the project staff for use at the Florida Vocational Association Conference in August 1979. The presentation depicted the Demonstration Site as well as the various aspects of implementing CBVE. This media presentation also will be viewed by visitors to Ridge during the second year, demonstration phase, of the project.

Orientation Learning Guide. The learning guide 'Complete Student Forms' was developed by the project staff to orient new students to CBVE. Students are instructed on procedures, safety, use of the time card, Employability Skills Form, and Student Performance Agreement Form. The orientation also serves to familiarize new students with other programs offered at Ridge to which they might recruit students.

Student Performance Agreement Form. The Student Performance Agreement Form is the official form which instructors use to plan student's work. Using this form, the instructor and student plan the tasks which will be attained during the grading period. The concept and design of the Performance Agreement Form was originated by the project staff with input provided by the CBVE Instructor Committee. The Center for Studies in Vocational Education provided support services in the layout of the Student Performance Agreement Form. The Student Performance Agreement Form takes the place of the daily lesson plan, grade book, plan book, and grade sheet which is submitted to the Guidance Office.

Employability Skills Form. The Employability Skills Form provides the instructor with a means of assessing the fourteen items identified by the project staff, instructors and the program advisory committee as essential for entry-level workers. The employability skills are limited to those essential to employer-employee relations. The Employability Skills Form was originated and designed by the project staff with input from the CBVE Instructor Committee on employability skills and can be easily adapted to other schools. The Polk County School Report Card was revised by the project staff to reflect an employability skills grade. The 14 employability skills were verified by the general and craft advisory committees of the Center.

Time Card. The time card is an essential part of a competency-based grading system. The school setting at Ridge is designed to resemble the job setting which includes punching a time clock. The concept of the time card design was originated by the project staff with input from the CBVE Instructor Committees. The Center for Studies in Vocational Education provided support service in the improvement of the design and layout of the time card.

Certificate. A unique aspect of a competency-based grading system is the Certificate of Recognition awarded to the student. The Certificate of Recognition was designed by the project staff with input from the CBVE Instructor Committee.

Appendices

Appendix A

CBVE Instructor Committees

February 29, 1980

TO: All Instructors

FROM: Sonia Parmer

According to the interest displayed in the recent survey, the following committees have been established. There will be a short meeting on Monday, March 10, 1980 in the library at 2:40 for committee chairmen.

Grading	J. Finkbiner - chairman R. Bausum W. Mitchell E. Carlton
Time Cards	D. Byrd - chairman J. Russell R. Hancock G. Bliss
Employability Skills	W. Lewis - chairman C. Albritton M. Taylor C. Haut
Certificates	H. Stephenson - chairman D. Perry P. McCormick B. Brownold
Student Performance Agreement Form	F. Pierce - chairman J. Blum L. Barber H. Allen

Appendix B

Task Listings

ORIENTATION AND SAFETY

IND 9253	Mechanical Drafting
IN 9123	Heavy Duty Truck/Bus Mechanics
IN 9163	Carpentry
IN 9273	Industrial Electricity
IN 9133	Masonry
IN 9943	Welding
IN 9193	Commercial Foods and Culinary Arts
IN 9043	Automotive Mechanics
IN 9363	Marine Mechanics
DE 4654	Parts Marketing
IN 9205	Cosmetology
IN 9723	Plumbing and Pipefitting
AG 3610	Livestock Production
DIS 4623	Grocery Merchandising

PROGRAM TASK LISTING

DEPT/PROG.
AG 3610 LIVESTOCK PRODUCTION

RVTC

TASK#	HRS.	DUTY/TASK PAGE 1 OF 3
Duty A	10	ORIENTATION AND SAFETY IN LIVESTOCK PRODUCTION
01	6	Complete Student Forms
02	4	Identify safety practices in Livestock Production
Duty B	474	TENDING ANIMALS
01	10	Identify breeds of beef cattle
02	8	Identify body parts of beef cattle
03	8	Identify the parts of a cow's reproductive system
04	5	Select beef cattle for breeding
05	30	Train and show beef cattle
06	20	Treat beef cattle diseases and parasites
07	5	Handle animals to prevent handling and shipping losses
08	5	Identify environmental regulations affecting livestock
09	5	Operate cattle restraining equipment
10	10	Castrate animals
11	5	Fire brand animals
12	5	Freeze brand animals
13	5	Mark animals using ear notches, ear tags, and tattoos
14	5	Dehorn cattle
15	5	Implant cattle
16	10	Vaccinate animals
17	15	Judge beef cattle
18	10	Identify breeds of horses
19	5	Select and judge horses
20	10	Determine age and height of horses
21	10	Care for blemishes and unsoundness
22	5	Identify the gaits of horses
23	5	Select horses for breeding
24	5	Identify colors and color inheritance in horses
25	10	Care for stallions, brood mares, and foals
26	10	Handle and train a horse
27	10	Treat horse parasites and diseases
28	10	Care for the horse's foot
29	25	Ride a horse
30	10	Identify breeds of hogs
31	8	Identify body parts of hogs
32	5	Select hogs for breeding
33	10	Treat hog parasites and diseases
34	5	Judge and show hogs
35	5	Identify breeds of dairy cattle
36	10	Select dairy cattle for breeding
37	15	Identify and treat dairy health problems
38	15	Identify the parts of a dairy cow's lactation system
39	10	Identify breeds of goats
40	10	Identify breeds of poultry

PROGRAM TASK LISTING

DEPT/PROG.
AG 3610 LIVESTOCK PRODUCTION

RVTC

TASK#	HRS.	DUTY/TASK PAGE 2 OF 3
41	10	Select and cull poultry
42	15	Treat poultry parasites and diseases
43	15	Plan a poultry breeding program
44	10	Care for and hatch eggs
45	40	Select, mix and apply pesticides
46	10	Groom horses
Duty C	205	FEEDING ANIMALS
01	14	Identify the nutritional needs of beef cattle
02	5	Determine the qualtiy of feeds for beef cattle
03	5	Formulate a winter ration for beef cattle
04	5	Formulate a ration for slaughter animals
05	5	Identify the procedure for making and feeding silage
06	5	Plant pastures for beef animals
07	5	Fit cattle for show
08	10	Determine nutritional needs of the horse
09	15	Formulate rations for horses
10	5	Plant pastures for horses
11	5	Determine nutritional requirements for hogs
12	15	Determine feeds for hogs
13	10	Feed and care for sows during breeding, gestation, and lactation
14	5	Feed and care for young pigs
15	5	Feed and care for market hogs
16	10	Determine nutritional needs of dairy cattle
17	10	Formulate rations for dairy cattle
18	5	Feed and care for goats
19	10	Determine nutritional needs of poultry
20	10	Formulate poultry rations
21	5	Formulate rations using the Pearson Square method
22	5	Identify ingredients on a feed tag
23	36	Feed animals daily
Duty D	145	MAINTAINING FACILITIES AND EQUIPMENT
01	10	Build, repair, and maintain beef cattle equipment
02	5	Identify and care for horse equipment
03	5	Build, repair, and maintain housing and equipment for hogs
04	5	Build, repair, and maintain housing for poultry
05	15	Plan, build, repair and maintain fences
06	30	Operate arc welder
07	30	Operate oxy-acetylene torch/welder
08	30	Operate, repair and maintain tractors
09	5	Operate, repair, and maintain implements
10	5	Sharpen hand tools

©RIDGE VO-TECH CENTER 1978

PROGRAM TASK LISTING

DEPT/PROG.
AG 3610 LIVESTOCK PRODUCTION

RVTC

TASK#	HRS.	DUTY/TASK PAGE 3 OF 3
Duty E	17	SLAUGHTERING ANIMALS
01	4	Explain the meat inspection system
02	4	Identify factors affecting dressing yields of cattle
03	4	Determine dressing yields of hogs
04	5	Slaughter, cutup, and cure pork
Duty F	24	KEEPING RECORDS
01	5	Prepare a management plan for a cattle ranch
02	2	Use scales and record weights
03	3	Keep animal breeding records
04	5	Keep animal feeding records
05	3	Keep animal production records
06	6	Keep income and expense records
Duty G	25	MARKETING ANIMALS
01	5	Market beef cattle
02	5	Market hogs
03	5	Market horses
04	5	Market milk and dairy animals
05	5	Market poultry and eggs
TOTAL	900	Revised 8/17/79

©RIDGE VO-TECH CENTER 1978

PROGRAM TASK LISTING

DEPT / PROG
IN 9043 AUTOMOTIVE MECHANICS

RVTC

TASK#	HRS.	DUTY/TASK PAGE 1 OF 2
Duty A	99	IDENTIFYING ORIENTATION PROCEDURES
01	6	Complete Student Forms
02	12	Identify hand tools and describe their use
03	15	Identify safety procedures in the shop
04	12	Identify fasteners, grades and bolts
05	34	Identify and read scales of various measuring instruments
06	20	Identify and use metric units
Duty B	173	PERFORMING MAINTENANCE AND REPAIR ON DRIVE TRAIN
01	9	Flare and splice tubing
02	9	Replace tires
03	30	Diagnose and repair drive line
04	15	Service automatic transmission
05	30	Perform chassis maintenance and inspection
06	20	Repair exhaust system
07	35	Identify engine components
08	20	Test cooling system
	5	Activities -- live work
Duty C	283	TROUBLESHOOTING AND REPAIRING ELECTRICAL SYSTEM
01	20	Identify and describe basic electrical components
02	5	Identify, service and test a battery
03	25	Identify ignition components and describe operation
04	20	Disassemble and reassemble ignition components
05	35	Diagnose and repair an ignition system problem
06	27	Identify charging system components
07	24	Test charging system with volt-amp tester
08	30	Repair charging system
09	25	Identify starting system components and describe operation
10	25	Describe scope hookup and identify patterns
11	42	Connect scope and interpret patterns
	5	Activities -- live work
Duty D	145	REPAIRING MINOR ENGINE PROBLEMS AND TUNING-UP
01	10	Identify fuel system components
02	15	Identify basic carburetor circuits and describe operation

PROGRAM TASK LISTING

DEPT./PROG.
IN 9043 AUTOMOTIVE MECHANICS

RVTC

TASK#	HRS.	DUTY/TASK PAGE 2 OF 2
03	20	Service the fuel and carburetor system
04	20	Rebuild common carburetor
05	15	Identify and describe operation of emission control units
06	35	Diagnose the mechanical condition of an engine
07	25	Perform minor tune-up
	5	Activities -- live work
Duty E	85	REPAIRING AND MAINTAINING BRAKES
01	20	Identify brake components
02	40	Recondition brake system
03	20	Identify, diagnose and repair power brake assembly
	5	Activities -- live work
Duty F	115	REPAIRING AND MAINTAINING FRONT END
01	10	Identify suspension system components
02	40	Diagnose and repair front end
03	20	Balance tires
04	20	Identify alignment angles and describe how they affect vehicle operation
05	20	Align front end
	5	Activities -- live work
TOTAL	900	

Revised 8/29/80

PROGRAM TASK LISTING

DEPT./PROG.
BU 7640 ACCOUNTING OCCUPATIONS

RVTC

PAGE 1 OF 3

TASK#	HRS.	DUTY/TASK
Duty OR	15	ORIENTATION
01	10	Complete Student Forms
02	5	Perform testing requirements
Duty OB	25	DEMONSTRATING EFFECTIVE OFFICE BEHAVIOR
01	20	Demonstrate human relations skills
02	5	Demonstrate good grooming skills
Duty AC	345	ACCOUNTING FOR FINANCIAL TRANSACTIONS
01	35	Journalize and post transactions
02	30	Close ledger and interpret financial data
03	25	Perform banking and payroll activities
04	25	Complete an accounting cycle (practice set)
05	45	Record transactions in special journals and ledgers
06	45	Prepare end-of-period adjustments and statements
07	45	Account for bad debts, accruals and deferrals
08	55	Complete an accounting simulation (practice set)
09	15	Complete a payroll simulation (practice set)
10	25	Interpret punched-card and electronic media data
Duty MC	140	SOLVING BUSINESS MATHEMATICS PROBLEMS
01	10	Solve problems consisting of whole numbers and decimals
02	10	Solve problems consisting of mixed numbers
03	10	Compute percentage, simple interest and cash discount
04	20	Operate a ten-key adding machine
05	10	Operate an electronic printing calculator
06	5	Solve commission problems
07	5	Solve markup and markdown problems
08	5	Solve compound interest problems
09	5	Solve finance charge and APR problems
10	10	Use metric units
11	30	Complete ten-key adding machine MOP jobs
12	20	Complete calculator MOP jobs
Duty BL	30	APPLYING BUSINESS LAW TO OCCUPATIONS
01	5	Classify crimes and torts

cont.

PROGRAM TASK LISTING

DEPT./PROG.
BU 7640 ACCOUNTING OCCUPATIONS

RVTC

TASK#	HRS.	DUTY/TASK PAGE 2 OF 3
02	5	Identify elements of contracts
03	5	Transfer and discharge of contracts
04	5	Sell and use personal property
05	5	Transfer and discharge of commercial paper
06	5	Analyze employment and the law
Duty CO	180	COMMUNICATING IN SPEAKING AND IN WRITING
01	5	Identify handwriting techniques
02	5	Locate and record information from a dictionary
03	15	Spell statewide spelling words
04	15	Spell vocabulary words
05	25	Define vocabulary words
06	20	Define business and consumer terms
07	5	Identify parts of speech
08	5	Construct simple sentences
09	5	Form contractions and possessives
10	5	Punctuate end of sentences
11	25	Punctuate, capitalize, abbreviate and use numbers in sentences
12	10	Write and punctuate grammatically complete sentences
13	15	Identify and type effective business letters
14	5	Compose and type a memorandum
15	5	Compose and type a letter of request
16	5	Compose and type a letter of transmittal
17	5	Compose and type a letter of acknowledgment
18	5	Compose and type a letter of response
Duty FR	25	FILING AND RETRIEVING BUSINESS RECORDS
01	20	File and retrieve materials
02	5	Describe specialized filing and storage systems
Duty MA	15	PROCESSING INCOMING AND OUTGOING MAIL
01	10	Classify mail and identify mail services
02	5	Process incoming and outgoing mail
Duty TE	10	TELEPHONING
01	10	Answer incoming and place outgoing calls

cont.

PROGRAM TASK LISTING

DEPT / PROG
BU 7640 ACCOUNTING OCCUPATIONS

RVTC

TASK#	HRS.	DUTY/TASK PAGE 3 OF 3
Duty JA	35	APPLYING FOR A JOB
01	10	Prepare a resume
02	5	Write letters of application
03	5	Complete an application form
04	10	Participate in a job interview
05	5	Demonstrate knowledge of job success
Duty TW	90	TYPEWRITING
01	15	Demonstrate correct typewriting techniques
02	10	Identify parts of a typewriter and their operation
03	1	Clean typewriter and work station
04	10	Demonstrate speed and accuracy
05	15	Type and correct tabulated information
06	5	Type postal cards
07	1	Type interoffice memoranda
08	3	Identify principles of typewriting
09	20	Type and correct business letters
10	10	Type preprinted business forms
Duty RE	25	REPRODUCING BUSINESS RECORDS
01	5	Select best copying/duplicating method to use
02	10	Type, correct , and run spirit masters
03	10	Type, correct, and run stencils
Duty CE	15	DEMONSTRATING KNOWLEDGE OF CONSUMER SKILLS
01	15	Master selected consumer skills
Duty MF	100	DEMONSTRATING KNOWLEDGE OF BUSINESS MANAGEMENT AND FINANCE
01	30	Demonstrate knowledge of business environment and ownership
02	30	Demonstrate knowledge of business finance
03	40	Demonstrate knowledge of communications, human resources and management functions
TOTAL	1050	Revised 6/6/80

PROGRAM TASK LISTING

DEPT / PROG
BU 7660 CLERICAL OCCUPATIONS

RVTC

PAGE 1 OF 4

TASK #	HRS.	DUTY/TASK
Duty OR	15	PERFORMING ORIENTATION PROCEDURES
01	10	Complete Student Forms
02	5	Perform test requirements
Duty OB	25	DEMONSTRATING EFFECTIVE OFFICE BEHAVIOR
01	15	Demonstrate human relation skills
02	10	Demonstrate good grooming skills
Duty FR	25	FILING AND RETRIEVING BUSINESS RECORDS
01	20	File and retrieve materials
02	5	Describe specialized filing and storage systems
Duty MA	15	PROCESSING INCOMING AND OUTGOING MAIL
01	10	Classify mail and identify mail services
02	5	Process incoming and outgoing mail
Duty CO	180	COMMUNICATING IN SPEAKING AND WRITING
01	5	Identify handwriting techniques
02	5	Locate and record information from a dictionary
03	15	Spell statewide spelling words
04	15	Spell vocabulary words
05	25	Define vocabulary words
06	20	Define business and consumer terms
07	5	Identify parts of speech
08	5	Construct simple sentences
09	5	Form contractions and possessives
10	5	Punctuate end of sentences
11	25	Punctuate capitalize, abbreviate, use numbers in sentences
12	10	Write and punctuate grammatically complete sentences
13	15	Identify and type effective business letters
14	5	Compose and type a memorandum
15	5	Compose and type a letter of request
16	5	Compose and type a letter of transmittal
17	5	Compose and type a letter of acknowledgement

NOT FOR DISTRIBUTION

PROGRAM TASK LISTING

DEPT / PROG
BU 7660 CLERICAL OCCUPATIONS

RVTC

TASK#	HRS.	DUTY/TASK PAGE 2 OF 4
18	5	Compose and type a letter of response
Duty TE	10	PLACING TELEPHONE CALLS
01	10	Answer incoming and place outgoing telephone calls
Duty RE	25	REPRODUCING BUSINESS RECORDS
01	5	Select best copying/duplicating method to use
02	10	Type, correct and run spirit masters
03	10	Type, correct and run stencils
Duty MC	110	SOLVING BUSINESS MATHEMATICS PROBLEMS
01	10	Solve math problems consisting of whole numbers and decimals
02	10	Solve math problems consisting of mixed numbers
03	10	Compute percentage, simple interest and cash discounts
04	20	Operate a ten-key adding machine
05	10	Operate an electronic printing calculator
06	30	Complete ten-key adding machine office practice jobs
07	20	Complete calculator office practice jobs
Duty AC	135	ACCOUNTING FOR FINANCIAL TRANSACTIONS
01	35	Journalize and post transactions
02	30	Close the ledger and interpret financial data
03	25	Perform banking and payroll activities
04	45	Record transactions in special journals and ledgers
Duty DP	20	PROCESSING BUSINESS DATA
01	20	Interpret data and complete data processing projects
Duty CE	15	DEMONSTRATING KNOWLEDGE OF CONSUMER ECONOMICS
01	15	Master selected consumer skills

PROGRAM TASK LISTING

DEPT / PROG
BU 7660 CLERICAL OCCUPATIONS

RVTC

PAGE 3 OF 4

TASK#	HRS.	DUTY/TASK
Duty MT	90	TRANSCRIBING MACHINE DICTATION
01	20	Operate transcription machine and identify terms
02	70	Transcribe recorded dictation of words, sentences and business correspondence
Duty TW	180	PERFORMING BASIC TYPEWRITING SKILLS
01	15	Demonstrate correct typewriting techniques
02	10	Identify operative parts of a typewriter and their operation
03	1	Clean typewriter and work station
04	10	Demonstrate speed and accuracy
05	15	Type and correct tabulated information
06	5	Type postal cards
07	1	Type interoffice memoranda
08	3	Identify principals of typewriting
09	20	Type and correct business letters
10	10	Type preprinted business forms
11	10	Type report with headings and footnotes
12	5	Type file folder and mailing labels
13	15	Type news release
14	1	Type 2-page letter with carbon copy and envelope
15	5	Type memo to multiple recipients and address interoffice envelopes
16	10	Type business letters containing special features and numerated items and requiring different size of stationery
17	5	Type minutes of a meeting
18	8	Type a letter containing tabulation
19	10	Type tables in ruled and boxed forms
20	5	Type alphanumeric material from handwritten material
21	1	Chain-feed, type and correct addresses on envelopes
22	5	Type warranty deed
23	10	Type a standardized document by merging selected paragraphs and variable information
Duty JA	35	APPLYING FOR A JOB
01	10	Prepare a resume
02	5	Write letters of application
03	5	Complete application form
04	10	Participate in job interview
05	5	Demonstrate knowledge of job success

PROGRAM TASK LISTING

DEPT / PROG.
BU 7660 CLERICAL OCCUPATIONS

RVTC

TASK #	HRS.	DUTY/TASK PAGE 4 OF 4
Duty OS	20	PERFORMING OFFICE SIMULATION
		OPTIONAL:
Duty SM	360	PROCESSING INFORMATION ON SPECIALIZED MACHINES
01	100	Operate Lanier No-Problem Text Editor
02	100	Operate IBM Memory Typewriter
03	100	Operate IBM Electronic Selectric Composer
04	60	Operate IBM Executive Typewriter
TOTAL	900	6/10/80

/

PROGRAM TASK LISTING

DEPT / PROG
IN 9163 CARPENTRY

RVTC

TASK#	HRS.	DUTY/TASK PAGE 1 OF 2
Duty A	16	ORIENTATION AND SAFETY IN CARPENTRY
01	8	Complete Student Forms
02	8	Identify safety practices in carpentry
Duty B	16	SELECTING AND MEASURING
01	8	Identify terms and tools used in measuring
02	8	Identify types and uses of fasteners
Duty C	30	READING BLUEPRINTS
01	16	Identify terms, drawing lines and symbols
02	14	Read architect's scale
Duty D	70	USING HAND AND POWER TOOLS
01	25	Identify hand tools and their uses
02	45	Identify power tools and their uses
Duty E	24	PREPARING BUILDING SITE
01	4	Identify terms and factors associated with building site
02	10	Shoot grade with builder's level
03	10	Layout site using triangulation and diagonal method
Duty F	153	BUILDING AND INSTALLATION FORMS
01	30	Construct and set forms for a continuous footing
02	30	Construct edge forms
03	30	Construct wall forms
04	13	Construct on grade curb forms
05	10	Construct vertical piers and columns
06	40	Construct stair forms

PROGRAM TASK LISTING

DEPT./PROG.
IN 9163 CARPENTRY

RVTC

TASK#	HRS.	DUTY/TASK PAGE 2 OF 2
Duty G	163	CUTTING AND INSTALLING ROUGH FRAMING
01	60	Lay sill and install floor joists, bridging and subfloor
02	35	Layout walls and cut framing members
03	58	Build corners, "t's", and headers and assemble wall sections
04	10	Install sheathing
Duty H	166	LAYOUT, CUT AND INSTALL ROOF COMPONENTS
01	25	Layout, cut and install ceiling joists
02	28	Lay off rafter locations
03	75	Layout, cut and erect rafters
04	8	Identify types, parts and fabrication methods of trusses
05	30	Identify types, parts, materials and installation methods of roofing materials
Duty I	133	CUTTING AND INSTALLING EXTERIOR FINISHES
01	18	Construct a horizontal box cornice
02	20	Identify types, parts and styles of exterior wall coverings and trim
03	40	Apply wood siding
04	25	Install windows and doors
05	30	Install prehung doors
Duty J	120	CUTTING AND INSTALLING INTERIOR FINISHES
01	10	Install gypsum wallboard
02	15	Identify methods of installing types of paneling
03	15	Identify terms, types and factors connected with stair construction
04	80	Layout and install interior trim and casing
Duty K	9	EMPLOYABILITY SKILLS
01	9	Apply for a job
TOTAL	900	Revised 8/26/80

PROGRAM TASK LISTING

DEPT / PROG.
HG 2747 CLOTHING MANAGEMENT, PRODUCTION AND SERVICE

RVTC

TASK#	HRS.	DUTY/TASK PAGE 1 OF 3
Duty A	7	IDENTIFYING ORIENTATION PROCEDURES
01	5	Complete student forms
02	2	Identify safety practices and clothing procedures
Duty B	25	USING AND CARING FOR EQUIPMENT
01	5	Identify sewing tools
02	15	Operate sewing machines
03	5	Press garments using pressing equipment
Duty C	65	STITCHING TO DECORATE
01	25	Apply hand embroidery
02	15	Apply decorative machine stitchery
03	25	Apply appliques
Duty D	28	SELECTING PATTERNS AND FABRICS
01	5	Take body measurements
02	5	Identify color line and design concepts
03	6	Identify fibers and finishes
04	6	Identify fabric construction
05	6	Identify dyeing and printing methods
Duty E	25	CARING FOR AND MAINTAINING CLOTHING
01	5	Identify laundering and dry cleaning methods
02	5	Explain labeling and textile laws
03	15	Repair clothing and household textiles
Duty F	495	PERFORMING BASIC CONSTRUCTION METHODS
01	5	Interpret pattern envelope, guide sheet and pieces
02	5	Identify grain and prepare fabric
03	5	Alter pattern
04	10	Layout and cut fabric
05	5	Mark fabric
06	5	Apply stay stitching

©RIDGE VO-TECH CENTER 1978

PROGRAM TASK LISTING

DEPT / PROG
HG 2747
CLOTHING MANAGEMENT, PRODUCTION AND SERVICE

RVTC

PAGE 2 OF 3

TASK#	HRS.	DUTY/TASK
07	10	Construct basic seams
08	10	Construct seam finishes
09	5	Apply waistband
10	10	Apply hem finishes
11	10	Secure hems
12	25	Sew a wraparound skirt
13	15	Apply zippers
14	5	Construct interfacings
15	5	Construct facings
16	25	Sew a jumper
17	5	Apply buttonholes
18	5	Attach buttons
19	15	Construct collar and cuffs
20	5	Construct pockets
21	5	Set-in sleeves
22	40	Sew a shirt
23	5	Apply elastic
24	20	Sew pants
25	5	Construct tucks
26	5	Construct pleats
27	10	Construct gathers and shirring
28	5	Apply fasteners
29	60	Sew children's clothing
30	10	Construct enclosed seams
31	10	Construct decorative seams
32	20	Sew pajamas
33	10	Prepare bias
34	10	Sew a tie or scarf
35	5	Match plaids
36	20	Sew a plaid skirt
37	5	Construct darts
38	5	Construct fabric buttons and loops
39	5	Construct belts and buckles
40	20	Sew a dress
41	5	Apply trims
42	30	Sew lingerie
Duty G	75	PERFORMING ADVANCED CONSTRUCTION METHODS
01	15	Construct bound buttonholes
02	15	Construct welt pockets
03	15	Apply linings and underlinings
04	30	Sew a jacket
Duty H	60	MAKING ALTERATIONS
01	5	Recognize causes of poor fit

©RIDGE VO-TECH CENTER 1978

PROGRAM TASK LISTING

DEPT / PROG
HG 2747
CLOTHING MANAGEMENT,
PRODUCTION AND SERVICE

RVTC

TASK#	HRS.	DUTY/TASK PAGE 3 OF 3
02	5	Make and interpret alteration markings on tags and garments
03	50	Use altering methods
Duty I	55	MAKING PATTERN DESIGN VARIATIONS
01	15	Combine pattern design
02	15	Make a pattern from body measurements
03	25	Sew a dress
Duty J	40	APPLYING FOR A JOB
01	10	Identify career opportunities in clothing production
02	10	Complete application form
03	10	Complete a resume
04	10	Demonstrate knowledge of job success
Duty K	25	PERFORMING MANAGEMENT FUNCTIONS
01	5	Identify shop opportunities
02	10	Identify self-employment opportunities
03	10	Identify merchandising skills
TOTAL	900	Revised 11/10/80

©RIDGE VO-TECH CENTER 1978

PROGRAM TASK LISTING	DEPT./PROG. IN 9193	COMMERCIAL FOODS AND CULINARY ARTS	RVTC

TASK#	HRS.	DUTY/TASK PAGE 1 OF 2
Duty A	135	ORIENTATION AND SAFETY IN COMMERCIAL FOODS AND CULINARY ARTS
01	10	Complete Student Forms
02	5	Identify safety practices
03	10	Identify sanitation skills
04	25	Identify career opportunities in commercial foods and culinary arts
05	20	Identify basic nutrition
06	25	Understand a recipe
07	10	Plan meals
08	25	Set tables for various types of table service
09	5	Identify the proper way to store food
Duty B	285	PREPARING MEATS, POULTRY AND SEAFOOD
01	15	Identify the various meats and their nutritional values
02	20	Cook and serve pan fried meats
03	30	Cook and serve roast
04	30	Cook and serve stews
05	30	Braise and garnish meats
06	30	Broil and garnish meats
07	15	Identify types of poultry and their nutritional values
08	15	Cook and serve poultry
09	25	Identify seafood and their nutritional value
10	30	Cook and garnish canned and fresh fish
11	45	Cook and garnish shellfish
Duty C	111	PREPARING DISHES FOR ENTREES
01	10	Describe fruits and vegetables and preparation methods
02	25	Prepare, cook and serve vegetables
03	26	Prepare fruits for service
04	10	Prepare, cook and serve eggs
05	10	Prepare, cook and serve stocks and soups
06	10	Prepare, cook and serve sauces and gravies
07	20	Cook and serve international cuisines
Duty D	64	PREPARING SALADS AND SANDWICHES
01	10	Describe basic salad ingredients and their preparation
02	15	Prepare a main dish salad

cont.

PROGRAM TASK LISTING

DEPT./PROG. IN 9193 COMMERCIAL FOODS AND CULINARY ARTS

RVTC

TASK#	HRS.	DUTY/TASK PAGE 2 OF 2
03	11	Prepare an appetizer salad
04	5	Prepare an accompaniment salad
05	5	Prepare a dessert salad
06	3	Prepare salad dressings
07	15	Prepare variations of sandwiches
Duty E	175	PREPARING BAKERY ITEMS
01	5	Describe bakery items and their uses
02	30	Prepare, cook and serve quick breads
03	40	Prepare, cook and serve yeast breads
04	20	Prepare and serve pies and pastries
05	50	Prepare, frost and serve cakes
06	30	Prepare and serve cookies
Duty F	108	PERFORMING SUPPORT SERVICES
01	15	Identify various types of management operations
02	8	Identify food market structures, distribution and cost
03	50	Perform support services in the restaurant/cafeteria
04	15	Serve as a waiter/waitress or busboy
05	10	Serve as a host/hostess
06	10	Operate cash register
Duty G	22	PREPARING FOR A JOB
01	4	Complete application
02	5	Write resumes and letter of application
03	3	Identify personal grooming
04	10	Participate in a mock interview
TOTAL	900	Revised 6/9/80

PROGRAM TASK LISTING

DEPT. / PROG.
IN / 9205 COSMETOLOGY

RVTC

PAGE 1 OF 2

TASK#	HRS.	DUTY/TASK
DUTY A	15	IDENTIFYING ORIENTATION PROCEDURES
01	10	Complete student forms
02	5	Identify prerequisites for Cosmetology career opportunities
DUTY B	25	RELATING CHEMISTRY TO COSMETOLOGY
01	5	Set up a wet and dry sanitizer
02	20	Identify basic principles of chemistry related to Cosmetology
DUTY C	70	SHAMPOOING AND CONDITIONING HAIR AND SCALP
01	30	Give a plain or conditioning shampoo
02	20	Assess hair damage, choose appropriate conditioner and apply
03	20	Give a scalp treatment using a heat cap
DUTY D	425	SHAPING AND STYLING THE HAIR
01	20	Define trichology
02	5	Identify implements used in shaping hair and describe their use
03	40	Give a razor shaping
04	85	Give a scissor shaping
05	15	Define the principles of design that should be considered in creating a hairstyle
06	50	Create a finger-wave hairstyle
07	60	Create a hairstyle using three kinds of sculpture curls
08	115	Create a hairstyle using rollers
09	35	Blow wave and iron curl hair into a hairstyle
DUTY E	350	CURLING AND STRAIGHTENING THE HAIR
01	200	Give a cold wave
02	100	Straighten the hair chemically
03	50	Straighten hair with pressing comb, curl with iron and comb into hairstyle

PROGRAM TASK LISTING

DEPT./PROG.
IN 9205 COSMETOLOGY

RVTC

TASK#	HRS.	DUTY/TASK PAGE 2 OF 2
DUTY F	220	TINTING AND BLEACHING THE HAIR
01	20	Apply a temporary hair color
02	20	Apply a semi-permanent hair color
03	60	Apply a virgin permanent hair color
04	60	Apply a virgin bleach
05	60	Frost the hair
DUTY G	70	GIVING FACIAL TREATMENTS AND MANICURES
01	20	Describe the skin
02	25	Give a facial for normal skin and apply a daytime makeup
03	25	Give a manicure
DUTY H	25	OPERATING A BEAUTY SALON
01	5	Identify prerequisites for opening a beauty salon
02	5	Identify prerequisites for obtaining employment
03	15	Identify State Law and Ethics
TOTAL	1200	

PROGRAM TASK LISTING	DEPT / PROG DIS 4623 GROCERY MERCHANDISING	RVTC

TASK #	HRS.	DUTY/TASK PAGE 1 OF 2
Duty A	42	ORIENTATION, SAFETY AND SANITATION
01	5	Complete Student Forms
02	2	Identify career opportunities in food distribution
03	15	Describe the grocery industry
04	15	Describe the grocery departments
05	5	Recognize management functions Survey--Employee Fairness Questionaire Survey--Policy Questionaire
Duty B	330	PERFORMING CHECKOUT DUTIES
01	15	Cash a customer's check
02	15	Perform optional transactions
03	15	Perform cash transactions
04	3	Perform tax transactions
05	282	Operate a cash register
Duty C	135	PREPARING MEAT FOR MARKETING
01	30	Identify meats
02	30	Identify basic retail cuts
03	15	Safety and sanitation in the meat department
04	5	Describe the use and care of meat equipment
05	15	Describe meat handling procedures
06	10	Wrap meat
07	20	Price and sell meat
08	5	Display meat
09	5	Explain meat advertising concepts
Duty D	205	PREPARING PRODUCE FOR MARKETING
01	60	Demonstrate vegetable product knowledge
02	60	Demonstrate fruit product knowledge
03	30	Prepare, care for and handle produce
04	30	Prepare produce for sale
05	5	Display produce
06	5	Explain produce advertising concepts
07	15	Safety and sanitation in the produce department

PROGRAM TASK LISTING

DEPT./PROG.
DIS 4623 GROCERY MERCHANDISING

RVTC

TASK#	HRS.	DUTY/TASK PAGE 2 OF 2
Duty E	80	PREPARING GROCERY DEPARTMENT FOR MARKETING
01	5	Describe receiving operations
02	15	Mark and prepare merchandise
03	15	Stock shelves
04	25	Display merchandise
05	5	Explain grocery advertising concepts
06	15	Safety in the grocery department
Duty F	20	PREPARING OTHER DEPARTMENTS FOR MARKETING
01	5	Arrange the dairy department
02	5	Arrange the frozen foods department
03	5	Arrange the bakery and deli department
04	5	Arrange miscellaneous departments
Duty G	88	MAKING CUSTOMER CONTACT
01	5	Describe today's food store customer
02	23	Describe today's food store employee
03	60	Demonstrate customer relations
TOTAL	900	Revised 1/11/80

PROGRAM TASK LISTING

DEPT / PROG
IND 9253 MECHANICAL DRAFTING

RVTC

PAGE 1 OF 2

TASK#	HRS.	DUTY/TASK
Duty A	3	ORIENTATION AND SAFETY IN MECHANICAL DRAFTING
01	2	Complete Student Forms
02	1	Identify safety practices and drafting room procedures
Duty B	174	USING EQUIPMENT AND LETTERING
01	10	Produce freehand sketches
02	10	Use engineering lettering
03	30	Use equipment in plane view projections
04	4	Identify geometric symbols and shapes
05	10	Draw using various lines and angles
06	10	Draw using various arcs and circles
07	30	Construct various triangles
08	20	Construct various polygons
09	30	Construct ellipses
10	20	Use geometric constructions in practical applications
Duty C	360	DEVELOPING THE PROJECTION DRAWING
01	40	Describe objects using the three principal views
02	20	Combine principal views and dimensioning to form a complete mechanical drawing
03	50	Describe objects using section views
04	60	Describe objects using auxiliary views
05	60	Describe objects using revolved views
06	60	Describe objects using isometric views
07	40	Describe objects using oblique views
08	30	Describe objects using perspective views
Duty D	70	DIMENSIONING A DRAWING
01	30	Dimension drawings
02	10	Apply welding notes
03	20	Apply true position tolerances
04	10	Apply surface and finish notes
Duty E	140	DEVELOPING SPECIALITY DRAWINGS
01	20	Identify characteristics of screws, bolts and nuts
02	10	Identify characteristics of pins, keys and springs
03	50	Develop welding drawings
04	15	Develop spur gear drawings

cont.

PROGRAM TASK LISTING

DEPT./PROG
IND 9253 MECHANICAL DRAFTING

RVTC

TASK#	HRS.	DUTY/TASK PAGE 2 OF 2
05	15	Develop bevel and worm gear drawings
06	15	Develop can drawings
07	15	Develop chain and belt drive drawings
Duty F	130	DEVELOPING DETAIL AND ASSEMBLY DRAWINGS
01	50	Develop detail drawings
02	50	Develop assembly drawings
03	20	Develop production drawings
04	10	Develop a bill of materials
Duty G	78	PERFORMING RELATED DRAFTING ROOM SKILLS
01	20	Use various lettering instruments
02	8	Ink and shade drawings
03	10	Use drawing reproduction processes
04	20	Use various graphs
05	20	Identify and use measuring tools
Duty H	75	APPLYING MATH TO ENGINEERING TASKS
01	5	Solve problems involving whole numbers
02	5	Solve problems involving fractions
03	5	Solve problems involving decimals
04	5	Solve problems involving percents
05	5	Solve problems involving ratios and proportions
06	5	Solve problems involving algebra
07	5	Solve problems involving geometry
08	20	Solve problems involving trigonometry
09	5	Solve problems involving logarithms
10	5	Solve problems involving graphs
11	5	Convert the English system to metrics
12	5	Use a slide rule and a calculator
Duty I	50	OPTIONAL RELATED FIELDS OF DRAFTING CHOOSE 1 OR MORE
01	50	Develop architectural drawings
02	50	Develop electrical schematics
03	50	Develop electronic drawings
04	50	Develop contour maps
05	50	Develop piping drawings
06	50	Develop structural drawings
07	50	Develop fluid power drawings
TOTAL	1080	Revised 6/26/79

PROGRAM TASK LISTING

DEPT/PROG IN 9123 HEAVY DUTY TRUCK/BUS MECHANICS

RVTC

PAGE 1 OF 4

TASK #	HRS.	DUTY/TASK
Duty A	85	ORIENTATION AND SAFETY IN HEAVY DUTY TRUCK/BUS MECHANICS
01	5	Complete student forms
02	4	Identify shop safety practices
03	4	Identify shop maintenance procedures
04	4	Identify hand tools and their uses
05	4	Identify hand tools and their uses
06	4	Identify precision tools and their uses
07	4	Identify precision tools and their uses
08	4	Make precision measurements using the micrometer
09	4	Identify and operate power tools
10	3	Identify sheet metal and machine screws
11	20	Perform truck driving skills (18 yr. old or older)
12	25	Participate in field trips
Duty B	75	PERFORMING ENGINE TUNE-UPS
01	7	Adjust exhaust valve clearance on Detroit Diesel
02	7	Time fuel injectors on Detroit Diesel
03	7	Adjust governor gap on Detroit Diesel
04	12	Position injector rack control levers on Detroit Diesel
05	10	Adjust governor on Detroit Diesel
06	2	Adjust throttle booster spring on variable speed governor
07	2	Adjust fuel modulator on Detroit Diesel
08	12	Adjust valve clearance and injectors on a Cummins Diesel
09	2	Replace fuel filters
10	6	Perform compression tests
11	6	Perform water and mercury manometer tests
12	2	Identify cold weather starting procedures
Duty C	82	MAINTAINING AND REPAIRING FUEL SYSTEMS
01	2	Identify the operation of a Detroit Diesel fuel system
02	2	Identify the operation of a Cummins fuel system
03	2	Identify the principles of diesel engine emissions
04	1	Bleed fuel systems
05	8	Rebuild and test Detroit fuel injectors
06	8	Rebuild and test Cummins fuel injectors
07	15	Rebuild Detroit Diesel governor

cont.

OREGON VOC TECH CENTER 1978

PROGRAM TASK LISTING

DEPT / PROG IN 9123 HEAVY DUTY TRUCK/BUS MECHANICS

RVTC

TASK #	HRS.	DUTY/TASK PAGE 2 OF 4
08	2	Rebuild Detroit Diesel fuel pump
09	15	Rebuild and test Cummins AFC fuel pump and governor
10	10	Rebuild and test Cummins PT fuel pump and governor
11	17	Live work
Duty D	44	MAINTAINING AND REPAIRING COOLING SYSTEM
01	2	Explain operation of cooling system
02	2	Service fan belts
03	1	Test radiator coolant
04	2	Flush and clean radiator and block
05	2	Replace radiator hoses
06	4	Remove, test and replace thermostat
07	10	Remove, disassemble, inspect and reassemble water pump
08	10	Remove, clean and install radiator
09	1	Service water filters
10	10	Live work
Duty E	35	MAINTAINING AND REPAIRING LUBRICATION SYSTEM
01	2	Describe lubrication system and check crankcase level
02	3	Change oil filters and engine lube oil
03	1	Replace carious oil lines
04	10	Service and test oil coolers
05	8	Service Detroit Diesel oil pump
06	3	Service Detroit Diesel oil pressure regulator
07	8	Service Cummins oil pump
Duty F	64	MAINTAINING AND REPAIRING AIR INDUCTION SYSTEM
01	2	Explain operation of air induction system
02	1	Service air intake manifold
03	2	Service dry type air cleaner and precleaner
04	2	Service oil bath air cleaner
05	2	Remove Detroit Diesel blower
06	23	Disassemble, inspect and reassemble Detroit Diesel blower
07	2	Install Detroit Diesel blower
08	18	Diagnose failure and rebuild turbocharger
09	12	Live work

cont.

©RIDGE VO TECH CENTER 1978

PROGRAM TASK LISTING

DEPT / PROG HEAVY DUTY TRUCK/BUS
IN 9123 MECHANICS

RVTC

TASK #	HRS.	DUTY/TASK PAGE 3 OF 4
Duty G	33	MAINTAINING AND REPAIRING ENGINE ELECTRICAL SYSTEM
01	3	Load test and service a battery
02	3	Perform ohmmeter, ammeter and voltmeter tests of electrical system
03	6	Diagnose and repair alternator (generator)
04	6	Overhaul and test starting motor
05	15	Live work
Duty H	48	REBUILDING CYLINDER HEADS
01	10	Replace valve guides in a cylinder head
02	10	Replace valve seat inserts in a cylinder head
03	3	Replace valve bridge guides
04	10	Replace injector hole tubes
05	2	Grind valves
06	13	Perform a valve job
Duty I	105	MAINTAINING DIESEL ENGINE IN FRAME
01	5	Describe the principles of the two-cycle engine
02	5	Describe the principles of the four-cycle engine
03	4	Remove, clean, inspect and install rocker arm assemblies
04	10	Remove, test and install Cummins fuel injectors
05	15	Remove and install cylinder head and gasket
06	5	Remove and install oil pan and oil pump
07	7	Remove and install piston and connectinog rod assemblies
08	3	Disassemble and assemble crosshead type pistons - Detroit Diesel
09	3	Disassemble and assemble trunk type pistons - Detroit
10	3	Disassemble and assemble Cummins pistons
11	4	Replace cylinder liners - Detroit Diesel
12	5	Replace cylinder liners - Cummins
13	6	Adjust injection timing on a Cummins engine
14	10	Replace crankshaft main bearings - crankshaft in place
15	20	Live work
Duty J	278	OVERHAULING REMOVED DIESEL ENGINE
01	3	Remove and install electrical equipment
02	2	Mount engine on engine rebuild stand and remove

cont.

©RIDGE VO TECH CENTER 1978

PROGRAM TASK LISTING

DEPT / PROG IN 9123 HEAVY DUTY TRUCK/BUS MECHANICS

RVTC

TASK #	HRS.	DUTY/TASK PAGE 4 OF 4
03	2	Replace exhaust manifold gaskets
04	4	Replace intake manifold gaskets
05	3	Remove and install vibration damper and crankshaft pulley (hub)
06	2	Remove and install fan assembly
07	5	Replace flywheel ring gear
08	20	Replace flywheel housing gasket
09	5	Replace front gear case cover gasket
10	1	Remove, clean and install injectors in a Detroit Diesel
11	1	Remove and install Detroit Diesel governor
12	5	Replace crankshaft
13	5	Replace crankshaft oil seals
14	6	Deglaze cylinder bores and inspect block for rebuilding
15	2	Measure camshaft for wear
16	1	Measure bearing shells and assorted rods with a micrometer
17	2	Replace camshaft and/or camshaft bearings
18	10	Install timing gears in Cummins
19	62	Perform overhaul on Cummins diesel engine
20	62	Perform overhaul on Detroit Diesel engine
21	15	Perform dynamometer tests
22	60	Live engine work
Duty K	130	TROUBLESHOOTING ENGINE COMPLAINTS
01	15	Diagnose cause of engine failure
02	15	Locate cause of engine knock
03	10	Locate engine misfire
04	15	Diagnose high oil consumption
05	15	Diagnose low oil pressure
06	15	Diagnose low power
07	10	Diagnose different types of smoke
08	35	Live work
TOTAL	1080	Revised 2/17/81

PROGRAM TASK LISTING

DEPT./PROG.
IN 9273 INDUSTRIAL ELECTRICITY

RVTC

TASK#	HRS.	DUTY/TASK PAGE 1 OF 2
Duty A	10	ORIENTATION AND SHOP SAFETY IN INDUSTRIAL ELECTRICITY
01	8	Complete Student Forms
02	2	Identify electrical and shop safety practices
Duty B	550	MASTERING BASIC ELECTRICAL FUNDAMENTALS
01	10	Explain the general nature of electricity
02	15	Demonstrate and use ohm's law
03	10	Define electrical terminology and draw electric symbols
04	10	Analyze DC circuits with a volt-ohm-milliameter (VOM)
05	20	Calculate values in DC series circuits
06	10	Determine resistor values
07	15	Calculate values in DC parallel circuits
08	10	Connect batteries in DC circuits
09	15	Calculate and measure electrical energy
10	10	Identify conduction in liquids and gases
11	10	Identify magnetic properties and electromagnetism
12	10	Describe and test rectifiers and semi-conductors
13	10	Describe and analyze AC circuits
14	15	Analyze AC and DC circuits containing inductance
15	15	Identify and analyze AC and DC circuits containing capacitance
16	15	Analyze and calculate AC series circuits
17	15	Analyze and calculate AC parallel circuits
18	15	Describe generation of electromotive force
19	20	Connect DC generators
20	20	Connect DC motors
21	15	Describe basic principles of transformers
22	20	Make polyphase connections of transformers
23	15	Make polyphase connections using commercial transformers
24	10	Describe special transformer applications
25	20	Connect alternators
26	25	Connect single-phase AC motors
27	30	Connect three-phase motors
28	25	Identify principles of automatic motor controllers
29	30	Describe and connect DC motor controllers
30	55	Describe and connect AC motor controllers
	35	Live Activities
Duty C	270	INSTALLING ELECTRIC WIRE AND EQUIPMENT
01	10	Determine electrical conductor ampacity
02	10	Determine conduit conductor capacity

cont.

©RIDGE VO-TECH CENTER 1978

PROGRAM TASK LISTING

DEPT./PROG.
IN 9273 INDUSTRIAL ELECTRICITY

RVTC

TASK #	HRS.	DUTY/TASK PAGE 2 OF 2
03	20	Identify wiring methods and materials (splicing)
04	25	Wire bell circuits
05	5	Wire ceiling light controlled by wall switch
06	10	Wire three-way switches
07	10	Wire four-way switches
08	10	Wire a switched receptacle
09	15	Wire and install a fluorescent lamp
10	10	Explain the nature and use of the National Electric Code (NEC)
11	10	Calculate load requirements for residences
12	25	Install wiring in a simulated residence
13	20	Connect wiring in a simulated residence
14	15	Bend emt conduit
15	10	Cut and thread conduit nipples
16	5	Use knock-out (KO) punches
17	10	Bend rigid conduit
18	15	Wire remote control systems
	35	Live activities
Duty D	70	REPAIRING ELECTRICAL EQUIPMENT
01	15	Troubleshoot residential wiring
02	25	Troubleshoot motor controllers
	30	Live activities
Total	900	Revised 1/27/81

©RIDGE VO-TECH CENTER 1978

PROGRAM TASK LISTING

DEPT./PROG.
IN 9363 MARINE MECHANICS

RVTC

PAGE 1 OF 2

TASK#	HRS.	DUTY/TASK
Duty A	95	IDENTIFYING ORIENTATION PROCEDURES
01	10	Complete Student Forms
02	16	Identify safety procedures in the shop
03	22	Identify and maintain tools and equipment
04	17	Identify function of outboard engines
05	30	Use manufacturer's service and parts manual
Duty B	89	RIGGING BOAT AND MOTOR
01	25	Describe boat performance and rigging
02	32	Install motor and rigging
03	32	Install accessories
Duty C	125	MAINTAINING FUEL SYSTEM
01	20	Explain operation of the fuel system
02	25	Remove, clean and replace fuel tank and hoses
03	30	Remove, clean and replace carburetor
04	20	Service fuel pump
	30	Live activities
Duty D	95	MAINTAINING LOWER UNIT
01	15	Identify lower end unit function and operation
02	20	Overhaul lower end unit (split gear case)
03	15	Overhaul Mercury lower end unit
04	15	Remove water pump
	30	Live activities
Duty E	147	MAINTAINING IGNITION SYSTEM
01	15	Identify ignition system principles
02	30	Service ignition system
03	30	Service external magneto
04	25	Service distributor
05	20	Service capacitive discharge ignition system
	27	Live activities

PROGRAM TASK LISTING

DEPT./PROG.
IN 9363 MARINE MECHANICS

RVTC

TASK#	HRS.	DUTY/TASK PAGE 2 OF 2
Duty F	140	OVERHAULING POWERHEADS
01	30	Identify powerhead functions and operation
02	30	Remove and disassemble powerhead
03	30	Hone, clean and oil cylinder walls
04	30	Reassemble powerhead
05	20	Troubleshoot malfunctioning engine
Duty G	74	MAINTAINING AND REPAIRING ACCESSORIES
01	24	Service accessories
02	25	Repair steering controls
	25	Live activities
Duty H	135	MAINTAINING ELECTRICAL SYSTEM
01	10	Identify electrical symbols
02	40	Service starter system
03	20	Identify charging system operations
04	35	Service the charging system
	30	Live activities
TOTAL	900	Revised 12/2/80

PROGRAM TASK LISTING

DEPT / PROG
IN 9133 MASONRY

RVTC

PAGE 1 OF 2

TASK#	HRS.	DUTY/TASK
Duty A	13	IDENTIFYING ORIENTATION AND SAFETY IN MASONRY
01	5	Complete student forms
02	6	Identify safety practices for masonry
03	2	Identify hand tools and describe their use
Duty B	163	PERFORMING BASIC MASONRY SKILLS
01	2	Identify different types of mortar
02	1	Identify tools and equipment for mixing mortar
03	2	Mix practice mortar
04	2	Mix masonry mortar
05	3	Identify types and manufacturing process of brick
06	15	Manipulate mortar for brick
07	5	Throw head joints or cross joints on brick
08	2	Use plumb rules or levels in masonry
09	15	Lay bricks on a 2 x 4 overhand by sight
10	10	Lay bricks to a line
11	20	Construct a brick wall between existing leads
12	3	Cut masonry materials with hand tools and cut off saws
13	20	Construct a brick wall with piers and openings between existing leads
14	10	Estimate total material costs for masonry jobs
15	5	Layout structural and pattern bonds
16	5	Erect scaffolding
17	2	Identify types and manufacturing process of block
18	5	Manipulate mortar for blocks
19	5	Lay blocks to a line
20	7	Construct a block wall between existing leads
21	5	Clean masonry work
22	15	Layout building
23	2	Identify tools and equipment for concrete
24	2	Set up and operate level transit
Duty C	492	PERFORMING BRICKMASON DUTIES
01	5	Lay a 4" rack-back lead
02	5	Lay a 4" brick lead
03	10	Lay a 4" brick corner
04	20	Construct a 4" brick wall
05	10	Lay an 8" brick lead
06	15	Lay an 8" brick corner
07	25	Construct an 8" brick wall
08	15	Construct a hollow brick pier

cont.

PROGRAM TASK LISTING

DEPT / PROG.
IN 9133 MASONRY

RVTC

TASK #	HRS.	DUTY/TASK PAGE 2 OF 2
09	10	Construct flemish bond wall with Dutch corner and English corner
10	10	Construct stack bond wall
11	20	Lay a brick floor
12	18	Construct a single flue chimney
13	25	Construct a brick wall with chase
14	30	Construct a brick wall with pilasters
15	60	Construct a fireplace
16	25	Construct a cavity brick wall
17	15	Construct a brick wall with a corbel
18	25	Construct a square barbecue
19	50	Enclose a heatilator
20	25	Construct a composite wall (brick and block)
21	15	Construct a brick wall with control or expansion joint
22	59	Live activities
Duty D	127	PERFORMING BLOCKMASON DUTIES
01	3	Lay a 4" block lead
02	5	Lay a 4" block corner
03	12	Construct a 4" block wall
04	3	Lay an 8" block lead
05	5	Lay an 8" block corner
06	12	Construct an 8" block wall
07	7	Construct a hollow block pier
08	18	Construct an 8" block footer
09	10	Construct a block wall with a rowlock window sill
10	12	Construct an 8" block wall with openings (door and window)
11	15	Construct an intersecting 8" block wall
12	25	Live activities
Duty E	105	PERFORMING CEMENTMASON DUTIES
01	15	Build forms and grade for slabs
02	10	Dig and prepare footers for pouring
03	10	Lay and pour lintels
04	40	Place and finish concrete
05	30	Live activities
TOTAL	900	Revised 2/17/81

PROGRAM TASK LISTING

DEPT./PROG.
DE 4654 PARTS MARKETING

RVTC

TASK#	HRS.	DUTY/TASK PAGE 1 OF 2
DUTY A	30	IDENTIFYING ORIENTATION AND SAFETY
01	6	Complete Student Forms
02	24	Identify safety and shop procedures
DUTY B	18	PERFORMING HOUSEKEEPING DUTIES
01	6	Dust, clean and sweep
02	6	Replace burned out bulbs
03	6	Clear aisles
DUTY C	72	PERFORMING CLERICAL DUTIES
01	12	Prepare credit memoranda
02	12	Process defective parts claim to manufacturer
03	12	Write tickets for completed machine shop jobs
04	12	Prepare price quotations
05	12	File claims for shortage on damaged merchandise
06	12	File invoices
DUTY D	258	IDENTIFYING PARTS
01	90	Identify engine components
02	42	Identify power train components
03	42	Identify electrical system components
04	42	Identify heating, air conditioning and cooling system components
05	42	Identify chassis, steering and suspension components
DUTY E	58	PERFORMING STOCKING AND INVENTORY DUTIES
01	6	Move stock to storage area
02	6	Inspect stock daily
03	6	Fill bin from surplus stock on hand
04	22	Maintain perpetual inventory
05	6	Replace superseded numbers (card desk)
06	6	Place emergency orders for items not carried in stock
07	6	Take inventory

PROGRAM TASK LISTING

DEPT./PROG.
DE 4654 PARTS MARKETING

RVTC

TASK#	HRS.	DUTY/TASK PAGE 2 OF 2
DUTY F	36	RECEIVING MERCHANDISE
01	12	Receive incoming merchandise
02	3	Open glued pasteboard cartons
03	3	Open taped cardboard cartons
04	3	Open nailed wooden crates
05	3	Open banded or wired cartons
06	12	Unpack incoming stock
DUTY G	416	SELLING MERCHANDISE
01	18	Conduct cash sale
02	18	Conduct charge account sale
03	6	Advise customer on product application
04	257	Locate items in parts catalog
05	6	Assemble order at counter
06	6	Accept core or trade-in unit for rebuilt or exchange item
07	18	Extend prices according to customer price classification
08	6	Figure discounts
09	12	Take telephone orders
10	6	Accept returned merchandise for cash refund or credit
11	6	Advise salesperson of customer possibilities
12	6	Replace catalog and price sheets
13	6	Maintain record on lost sales
14	18	Prepare and construct displays
15	18	Measure engine parts with micrometer
16	3	Figure sales tax
17	6	Checkout cash register
DUTY H	12	SHIPPING MERCHANDISE
01	6	Pack orders for delivery or shipment
02	6	Prepare bill of lading
TOTAL	900	Revised 12/7/79

PROGRAM TASK LISTING

DEPT / PROG
IN 9723 PLUMBING AND PIPEFITTING

RVTC

PAGE 1 OF 2

TASK #	HRS.	DUTY/TASK
Duty A	55	IDENTIFYING ORIENTATION PROCEDURES
01	10	Complete student forms
02	25	Take inventory of plumbing fixtures and supplies
03	20	Evaluate procedures for storage or inventory of plumbing fixtures and supplies
Duty B	280	MAINTAINING PLUMBING
01	10	Clear obstruction from a lavatory drain
02	10	Replace a lavatory trap
03	30	Remove obstruction from kitchen sink drain
04	10	Replace a kitchen sink trap or a disposal trap
05	30	Replace a kitchen sink faucet and/or basket strainers
06	30	Replace lavatory faucet and pop-up assembly
07	20	Remove obstruction from water closet
08	30	Remove obstruction from main drainline
09	20	Repair leaking water faucet or valve
10	30	Repair water closet (repair a flush valve on a water closet)
11	20	Repair or replace waste and overflow on a bathtub
12	20	Repair a leaking shower valve
13	10	Thaw frozen pipes
14	10	Repair thermostat or heating element on an electric water heater
Duty C	150	CUTTING PIPE
01	10	Fabricate a copper joint
02	10	Identify copper fittings and pipe
03	10	Cut and flare copper tubing
04	20	Join copper tubing to steel and PVC pipe
05	10	Bend copper tubing with spring benders
06	20	Join copper pipe to PVC pipe using sweat method
07	15	Cut and thread galvanized pipe
08	15	Replace a section of galvanized water service line
09	20	Cut cast iron pipe with a snap type chain cutter
10	20	Cut cast iron pipe with a chisel and hammer
Duty D	205	ROUGHING IN PLUMBING
01	10	Dig and backfill trench
02	45	Rough in waste and vent system using PVC pipe

©RIDGE VO[illegible]CH CENTER 1978

PROGRAM TASK LISTING

DEPT / PROG
IN 9723 PLUMBING AND PIPEFITTING

RVTC

PAGE 2 OF 2

TASK #	HRS.	DUTY/TASK
03	45	Rough in waste and vent system using cast iron pipe
04	45	Rough in water system using copper pipe and fittings
05	30	Rough in water system using galvanized pipe and fittings
06	10	Fabricate a PVC joint
07	20	Install a lawn sprinkler system
Duty E	50	TOPPING OUT PLUMBING
01	20	Set a bathtub
02	10	Install shower strainer and pan
03	10	Install tub and shower valves
04	10	Install vent and terminal
Duty F	110	TRIMMING OUT PLUMBING
01	20	Install a tank type water closet
02	20	Install a lavatory
03	20	Install a kitchen sink
04	20	Install a water heater
05	15	Install garbage disposal unit
06	15	Install undercounter dishwasher
Duty G	50	BUILDING DRAINS
01	10	Connect a septic tank
02	20	Connect a city sewer
03	20	Install storm water drainage system
TOTAL	900	Revised 9/24/80

©RIDGE VO TECH CENTER 1978

PROGRAM TASK LISTING

DEPT / PROG
IN 9943 WELDING

RVTC

PAGE 1 OF 2

TASK#	HRS.	DUTY/TASK
Duty A	16	ORIENTATION AND SAFETY IN WELDING
01	7	Complete Student Forms
02	3	Recognize safety/first aid procedures
03	1	Identify protective equipment
04	1	Operate an overhead projector
05	2	Operate a Beseler Cue See projector
06	2	Operate a sound-on-slide projector
Duty B	31	OPERATING AUXILIARY EQUIPMENT AND TOOLS
01	7	Drill metal using power drilling equipment
02	6	Cut metal with power hacksaw
03	8	Shear and punch metal using iron worker
04	2	Wire brush with power equipment
05	8	Grind metal with power equipment
Duty C	31	READING BLUEPRINTS
01	13	Interpret detail sketch from blueprints
02	12	Draw sketches for shop or field projects
03	6	Select materials from b/p specifications
Duty D	133	OPERATING GAS WELDING AND BURNING EQUIPMENT
01	3	Setup portable or stationary oxy-fuel equipment
02	45	Cut mild steel using oxy-acetylene equipment
03	5	Explain fundamentals of oxy-acetylene welding
04	60	Weld mild steel using oxy-acetylene
05	20	Braze with the oxy-acetylene equipment
Duty E	540	OPERATING SHIELDED METAL ARC WELDING EQUIPMENT
01	3	Remove and replace s.m.a.w. equipment/accessories
02	6	Strike and control arc/run short beads
03	25	Build a pad of beads: flat position
04	35	Weld single and multiple pass lap joints: flat position
05	35	Weld 3 pass and 6 pass "tee" joints: flat position
06	25	Weld outside corner joints: flat position

cont.

PROGRAM TASK LISTING

DEPT / PROG
IN 9943 WELDING

RVTC

TASK#	HRS.	DUTY/TASK PAGE 2 OF 2
07	30	Weld butt joints: flat position
08	24	Weld single and multiple pass lap joints: horizontal position
09	24	Weld 3 pass and 6 pass "tee" joints: horizontal position
10	24	Weld outside corner joints: horizontal position
11	24	Weld butt joints: horizontal position
12	24	Weld single and multiple pass lap joints: vertical position
13	24	Weld 3 pass and 6 pass "tee" joints: vertical position
14	24	Weld outside corner joints: vertical position
15	24	Weld butt joints: vertical position
16	24	Weld single and multiple pass lap joints: overhead position
17	24	Weld 3 pass and 6 pass "tee" joints: overhead position
18	24	Weld outside corner joints: overhead position
19	24	Weld butt joints: overhead position
20	21	Weld with the low-hydrogen electrodes
21	72	Weld vee-bend test plates in all positions
Duty F	89	OPERATING GAS SHIELDED ARC WELDING EQUIPMENT
01	2	Assemble tig torch and prepare to tig weld
02	20	Weld mild steel with tig equipment
03	20	Weld stainless steel with tig equipment
04	20	Weld aluminum with tig equipment
05	2	Assemble mig torch and prepare to mig weld
06	25	Weld mild steel with mig equipment
		Student selects one of the following duties:
Duty G	60	PERFORMING STRUCTURAL AND EQUIPMENT OPERATIONS
01	14	Fabricate metal devices for structural equipment
02	13	Fabricate metal work stands and furniture
03	13	Fabricate storage devices
04	20	Perform weld repair operations on equipment
Duty H	60	PREPARING AND WELDING PIPE JOINTS
01	12	Cut, bevel and fit pipe joints
02	48	Tackweld and weld pipe
TOTAL	900	

Revised 6/6/80

Appendix C

Ridge Format for Learning Guides

DRAFT COPY

RIDGE

VO-TECH CENTER

7700 State Road 544 N
Winter Haven, Florida 33880

A STUDENT LEARNING GUIDE

TASK:

DUTY:

PURPOSE:

DEPT.	PROG.	DUTY	TASK	PRE REQ.

REVISED :				

© RIDGE VO TECH CENTER 1980

STUDENT PERFORMANCE OBJECTIVES:

RVTC

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN:

YOU WILL:

HOW WELL:

NOTE:

IF YOU THINK YOU CAN ALREADY PERFORM THIS TASK TO THE LEVEL INDICATED IN THE TERMINAL PERFORMANCE OBJECTIVE ABOVE, SEE YOUR INSTRUCTOR.

ENABLING OBJECTIVES:

DEPT.	PROG.	DUTY	TASK

©RIDGE VO-TECH CENTER 1980

ENABLING OBJECTIVE NO. ____

RVTC

LEARNING STEPS	RESOURCES

DEPT.	PROG.	DUTY	TASK	EN. OBJ.

INSTRUCTION SHEET

RVTC

PAGE____OF____

DEPT.	PROG.	DUTY	TASK	EN OBJ.

©RIDGE VO-TECH CENTER 1978

78'

SELF-CHECK

RVTC

DEPT.	PROG.	DUTY	TASK	EN. OBJ.

©RIDGE VO-TECH CENTER 1978

WRITTEN TEST FOR TASK NO. ___ RVTC

TASK:	

PAGE___ OF___

DEPT.	PROG.	DUTY	TASK

©RIDGE VO-TECH CENTER 1978

WRITTEN TEST FOR TASK NO. ___ **RVTC**

TASK:

ANSWER KEY

PAGE 1 OF 1

Multiple Choice questions

____1.
____2.
____3.
____4.
____5.
____6.
____7.
____8.
____9.
____10.
____11.
____12.
____13.
____14.
____15.
____16.
____17.
____18.
____19.
____20.
____21.
____22.
____23.
____24.
____25.

True-False questions

T F 1.
T F 2.
T F 3.
T F 4.
T F 5.
T F 6.
T F 7.
T F 8.
T F 9.
T F 10.
T F 11.
T F 12.
T F 13.
T F 14.
T F 15.
T F 16.
T F 17.
T F 18.
T F 19.
T F 20.
T F 21.
T F 22.
T F 23.
T F 24.
T F 25.

Matching questions

____1.
____2.
____3.
____4.
____5.
____6.
____7.
____8.
____9.
____10.
____11.
____12.
____13.
____14.
____15.
____16.
____17.
____18.
____19.
____20.
____21.
____22.
____23.
____24.
____25.

DEPT.	PROG.	DUTY	TASK

©RIDGE VO-TECH CENTER 1978

PERFORMANCE TEST FOR TASK NO._____ RVTC

TASK:

____________________________ __________________
STUDENT'S NAME DATE

DIRECTIONS TO STUDENT:

ITEM NO.	ITEMS TO BE EVALUATED For successful attainment ALL items must receive a "YES" response	YES	NO

☐ ATTAINED

Score________ ☐ NOT ATTAINED ____________________ EVALUATOR'S SIGNATURE

DEPT.	PROG.	DUTY	TASK	ATTEMPT

Page_____of_____

© RIDGE VO-TECH CENTER 1980

Appendix D

Learning Guides Developed from June 30, 1979 to July 1, 1980

Agriculture

B-24	Operate Cattle Restraining Equipment
B-45	Select, Mix and Apply Pesticides
B-27	Freeze Brand Cattle
B-26	Fire Brand Cattle
B-01	Identify Breeds of Hogs and Their Characteristics
B-25	Castrate Cattle
B-13	Identify the Nutritional Needs of Beef Cattle
B-04	Select Beef Cattle for Breeding
B-15	Implant Cattle
B-05	Train and Show Beef Cattle
B-13	Mark Animals Using Ear Notches, Ear Tags or Tattoos
B-22	Identify Body Parts of Beef Cattle
B-33	Treat Hog Parasites and Diseases
B-29	Dehorn Cattle
B-32	Select Hogs For Breeding
B-18	Identify Breeds of Horses
B-19	Select and Judge Horses
B-28	Care for the Horse's Foot
B-29	Determine Age and Height of Horses
B-21	Care for Blemishes and Unsoundness
B-46	Groom Horses
B-22	Identify the Gaits of Horses
B-06	Treat Beef Cattle Diseases and Parasites
A-03	Identify Safety Practices in Livestock Production
D-11	Formulate a Ration Using the Pearson Square Method

Automotive Mechanics

F-04	Identify Alignment Angles and Describe How They Affect Vehicle Operation
F-03	Balance Tires
F-02	Diagnose and Repair Front End
F-01	Identify Steering System Components
E-03	Diagnose and Repair Power Brake Assembly
E-02	Recondition Brake System
D-07	Perform Minor Tune-Up
D-04	Rebuild Common Carburetor
D-01	Identify Fuel System Components
A-02	Identify Hand Tools and Describe Their Use
A-03	Identify Safety Procedures in the Shop
B-03	Diagnose and Repair Drive Lines
B-02	Replace Tires
B-01	Flare and Splice Tubing
A-06	Identify and Use Metric Units
A-05	Identify and Read Scales of Various Measuring Instruments
A-04	Identify Fasteners, Grades and Bolts
B-04	Service Automatic Transmission
B-05	Perform Chassis Maintenance and Inspection
B-06	Repair Exhaust System

B-07	Identify Engine Components
B-08	Test Cooling System
C-01	Identify and Describe Basic Electrical Components
C-02	Identify, Service and Test a Battery
C-11	Connect Scope and Interpret Patterns
C-10	Describe Scope Hook-up and Identify Patterns
C-09	Identify Starting System Components and Describe Operation
C-08	Repair Charging System Components
C-07	Test Charging System With a Volt Amp Tester
C-06	Identify Charging System Components
C-05	Diagnose and Repair Ignition System Problems
C-04	Disassemble and Reassemble Ignition Components
C-03	Identify Ignition Components and Describe Operation

Business Education

MA-01	Classify Mail and Identify Mail Services
MA-02	Process Incoming and Outgoing Mail
RE-01	Select Best Copying/Duplicating Method
RE-02	Type, Correct, and Run Spirit Masters
RE-03	Type, Correct, and Run Stencils
TE-01	Answer Incoming and Place Outgoing Calls
FR-01	File and Retrieve Materials
BL-01	Classify Crimes and Torts
BL-02	Identify Elements of Contracts
BL-03	Transfer and Discharge Contracts
BL-04	Sale and Use of Personal Property
BL-05	Transfer and Discharge Contracts
BL-06	Analyze Employment and the Law
SM-02	Operate IBM Memory Typewriter
SM-03	Operate Electronic Selectric Composer
SM-04	Operate IBM Executive Typewriter
JA-01	Prepare a Resume
JA-02	Write Letters of Application
JA-03	Complete Application Form
JA-04	Participate in Job Interview
JA-05	Demonstrate Knowledge of Job Success
CO-01	Identify Handwriting Techniques
CO-02	Locate and Record Information From a Dictionary
CO-03	Spell Statewide Spelling Words
CO-04	Spell Vocabulary Words
CO-05	Define Vocabulary Words
CO-08	Construct Simple Sentences
CO-09	Form Contractions and Possessives
CO-10	Punctuate End of Sentences
CO-11	Punctuate, Capitalize, Abbreviate, Use Numbers in Sentences
CO-12	Write and Punctuate Grammatically Complete Sentences
CO-13	Identify and Type Effective Business Letters
CO-14	Compose and Type a Memorandum
CO-15	Compose and Type a Letter Of Request
CO-16	Compose and Type a Letter of Transmittal
CO-17	Compose and Type a Letter of Acknowledgement

CO-18	Compose and Type a Letter of Response

Accounting Occupations

AC-01	Journalize and Post Transactions
AC-02	Close Ledger and Interpret Financial Data
AC-03	Perform Banking and Payroll Activities
AC-04	Complete an Accounting Cycle (Practice Set)
AC-05	Record Transactions in Special Journals and Ledgers
AC-06	Prepare End-of Period Adjustments and Statements
AC-07	Accounting for Bad Debts, Accurals and Deferrals
AC-08	Complete an Accounting Cycle (Practice Set)
AC-09	Complete a Payroll Simulation
AC-10	Interpret Punched-card and Electronic Media Data
DP-01	Interpret Data Processing Operations and Complete Data Processing Projects
MC-01	Solve Math Problems Consisting of Whole Numbers and Decimals
MC-02	Solve Math Problems Consisting of Mixed Numbers
MC-03	Compute Percentage, Simple Interest and Cash Discounts
MC-04	Operate a Ten-Key Adding Machine
MC-05	Operate an Electronic Printing Calculator
MC-06	Solve Commission Problems
MC-07	Solve Markup and Markdown Problems
MC-08	Solve Compound Interest Problems
MC-09	Solve Finance Charge and Annual Percentage Rate Problems
MC-11	Complete Ten-Key Adding Machine Office Practice Jobs
MC-12	Complete Calculator Office Practice Jobs
CE-01	Identify the Principles of the American Economic System
CE-02	Identify Aspects of Consumer Credit
CE-03	Demonstrate Knowledge of the Importance of Personal Financial Planning
CE-04	Identify Aspects of Consumer Buying Protection

Carpentry

E-01	Identify terms and factors associated with building site
E-02	Shoot grade with builder's level
F-01	Construct and set forms for a continous footing
F-02	Construct edge forms
F-04	Construct on grade curb forms
F-06	Construct stair forms
G-04	Install sheathing
H-01	Layout, cut and install ceiling joists
H-02	Lay off rafter locations
H-03	Layout, cut and erect rafters
H-04	Identify types, parts and fabrication methods of trusses
H-05	Identify types, parts, materials and installation methods of roofing materials
I-01	Construct a horizontal box cornice
I-03	Apply wood siding
I-04	Install windows

I-05	Install exterior door frame and hang doors
J-01	Identify terms, sizes and shapes of gypsum wallboard
J-03	Identify terms, styles and methods of installing paneling
J-05	Identify terms and types of interior doors and trim
K-01	Apply for a job

Clothing Production

F-36	Sew a Plaid Skirt
F-34	Sew a Tie or Scarf
F-40	Sew a Dress
G-05	Sew Men's Trouser's
F-42	Sew Lingerie
F-22	Sew a Shirt
F-24	Sew Pants
F-12	Sew a Skirt
F-16	Sew a Jumper
F-29	Sew Children's Clothing
F-34	Sew Tie or Scarf
F-36	Sew a Plaid Skirt
F-38	Construct Fabric Buttons and Loops
F-39	Construct Belts and Buckles
F-37	Construct Darts
F-33	Prepare Bias
F-35	Match Plaids and Stripes
F-31	Construct Decorative Seams
F-30	Construct Enclosed Seams
F-28	Apply Fasteners
F-27	Construct Gathers and Shirring
F-26	Construct Pleats
F-25	Construct Tucks
F-23	Apply Elastic
F-21	Set-in Sleeves
F-20	Construct Pockets
F-19	Construct Collar and Cuffs
F-18	Attach Buttons
F-17	Apply Buttonholes
F-15	Construct Facings
F-14	Construct Interfacing
F-13	Apply Zippers
F-06	Apply Stay Stitching
D-02	Identify Color, Line and Design Concepts
F-05	Mark Fabric
F-04	Layout and Cut Fabric
F-03	Alter a Pattern
F-11	Secure Hems
F-10	Apply Hem Finishes
F-09	Apply Waistbands
F-08	Construct Seam Finishes
F-07	Construct Basic Seams
F-02	Identify Grain and Prepare Fabric
F-01	Interpret Pattern Envelope, Guide Sheet and Pieces
D-05	Identify Dyeing and Printing Methods
D-04	Identify Fabric Construction

D-03	Identify Fibers and Finishes
D-01	Take Body Measurements
C-03	Apply Appliques
C-02	Apply Decorative Machine Stitchery
C-01	Apply Hand Embroidery
B-03	Press Garments Using Pressing Equipment
B-02	Operate Sewing Machine
B-01	Identify Sewing Tools
F-07	Construct Plain Seams
G-03	Apply Linings and Underlinings
F-41	Apply Trims
G-01	Construct Bound Buttonholes
G-02	Construct Welt Pockets

Commercial Foods and Culinary Arts

A-05	Identify Career Opportunities in Commercial Foods and Culinary Arts
A-06	Identify Basic Nutrition
A-07	Interpret a Recipe
B-02	Cook and Serve Fried Meats
B-03	Cook and Serve Roast
B-04	Prepare and Serve a Stew
B-05	Braise and Garnish Meats
B-06	Broil and Garnish Meats
B-07	Grill and Garnish Meats
B-08	Cook and Serve Poultry
D-07	Prepare Variations of Sandwiches
E-05	Prepare, Frost and Serve Cakes
F-01	Identify the Various Types of Management Operations

Drafting (Mechanical)

A-03	Identify Safety and Drafting Room Procedures
B-05	Construct polygons
B-06	Construct ellipses
F-02	Develop drawings for the machine shop

Heavy Duty Truck/Bus Mechanics

A-10	Identify sheet metal and machine screws
B-01	Adjust exhaust valve clearance on Detroit Diesel
B-02	Time fuel injectors on Detroit Diesel
B-03	Adjust governor gap on Detroit Diesel
B-04	Position injector rack control levers on Detroit Detroit
B-05	Adjust governor on Detroit Diesel
B-06	Adjust throttle booster spring on variable speed governor
B-07	Adjust fuel modulator on Detroit Diesel
B-08	Adjust injector valves on a Cummins engine
B-09	Replace fuel filters
B-10	Perform compression test
B-11	Perform water and mercury manometer tests
B-12	Describe cold weather starting procedure

C-01	Describe the operation of fuel system - Detroit Diesel
C-02	Describe the operation of fuel system - Cummins
C-03	Describe the principle of diesel truck emissions
C-04	Bleed fuel systems
C-05	Rebuild Detroit Diesel governor
C-06	Rebuild Cummins Fuel injectors and test
C-07	Rebuild Detroit Diesel governor
C-08	Rebuild Detroit Diesel fuel pump
C-09	Rebuild Cummins fuel pump and governor and test
C-10	Rebuild and test Cummins PT fuel pump and governor
D-01	Explain operation of cooling system
D-02	Service fan belts
D-03	Test radiator coolant
D-04	Flush and clean radiator and block
D-05	Replace radiator hoses
D-06	Remove, test, and replace thermostat
D-07	Remove, disassemble, inspect and reassemble water pump
D-08	Remove, repair and replace radiator
D-09	Replace and service water filters
E-01	Describe lubrication system and check crankcase level
E-02	Change oil filters and engine lube oil
E-03	Replace various oil lines
E-04	Service oil coolers and test
E-05	Service oil pump - Detroit Diesel
E-06	Service Detroit Diesel oil pressure regulator
E-07	Service oil pump - Cummins
F-01	Explain operation of air induction system
F-02	Service air intake manifolding
F-03	Remove, clean or replace dry type air cleaner and precleaner
F-04	Remove, clean or replace oil bath air cleanser
F-05	Remove Detroit Diesel blower
F-06	Disassemble, inspect, reassemble Detroit Diesel blower
F-07	Install Detroit Diesel blower
F-08	Diagnose and repair turbocharger
G-01	Demonstrate knowledge of battery functions
G-02	Explain operation of ignition system
G-03	Diagnose and repair alternator and regulator
G-04	Take resistance reading with an ohmmeter
G-05	Use an ammeter to check electrical system
G-06	Use a voltmeter to check electrical system
G-07	Load test and service batteries
G-08	Overhaul engine starter
H-01	Install valve guides
H-02	Install valve inserts
H-03	Install injector hole tubes
H-04	Reface valve seats
H-05	Grind valves
H-06	Perform a valve job
H-07	Test valve springs
H-08	Measure valve stem guide clearance
H-09	Replace broken studs and repair (Helicoil) threads
H-10	Service a cylinder head
I-01	Remove rocker arm assemblies
I-02	Remove fuel injectors
I-03	Remove cylinder head

I-04	Remove oil pan
I-05	Remove piston and connecting rod assembly
I-06	Remove cylinder sleeves
I-07	Mic cylinder bore and counter bore
I-08	Install new cylinder sleeves
I-09	Install new pistons and connecting rod bearings
I-10	Install oil pan
I-11	Install cylinder head
I-12	Jig time Cummins engine
I-13	Install injectors
I-14	Install rocker arms
J-01	Remove electrical equipment
J-02	Place engine on engine rebuild stand
J-05	Remove intake and exhaust manifolds
J-06	Remove fan, vibrations damper and front pulleys
J-07	Remove flywheel and flywheel housing
J-08	Remove oil pan and oil pump
J-09	Remove crankshaft hub and gear housing
J-10	Remove injectors, rocker arms and push tubes - Cummins
J-11	Remove injectors and governor rack on Detroit Diesel
J-12	Remove governor on Detroit Diesel
J-13	Remove cylinder head
J-15	Remove cylinder sleeves
J-16	Remove camshaft and accessory drive
J-17	Remove crankshaft and main bearings
J-18	Clean and inspect all parts thoroughly
J-19	Measure cylinder bores and counterbore and record
J-20	Measure camshaft for wear
J-21	Measure crankshaft for wear, main, rod and seal surfaces
J-22	Deglaze cylinder bores
J-23	Measure cylinder block main bearings bores (Saddles)
J-24	Measure cylinder block deck and cylinder head for warpage
J-25	Measure bearing shells and assorted rods with a micrometer
J-26	Measure camshaft bearings
J-27	Replace camshaft and/or camshaft bearing
J-28	Replace crankshaft in engine
J-29	Install dry type cylinder sleeves in engine
J-30	Install wet type cylinder sleeves in engine
J-31	Measure piston rings and install on pistons
J-32	Replace piston, piston rings and connecting rod in block
J-33	Install timing gears in Cummins

Industrial Electricity

B-04	Analyze DC circuits with a volt-ohm-milliameter (VOM)
B-05	Calculate values in DC series circuits
B-06	Calculate resistance values
B-07	Calculate values in DC parallel circuits
B-08	Connect batteries in DC circuits
B-09	Describe electrical energy and power concepts
B-10	Calculate DC circuit resistor power

B-11	Identify magnetic properties and electromagnetism
B-12	Describe rectifiers and semi-conductors
B-18	Describe generation of electromotive force
B-21	Describe basic principles of transformers
B-22	Make polyphase connections of transformers
B-24	Describe special transformer applications
B-25	Connect alternators
C-01	Determine electrical conductor ampacity
C-02	Determine conduit conductor capacity
C-03	Identify wiring methods and materials (splicing)
C-04	Wire bell circuits
C-10	Explain the nature and use of the National Electric Code (NEC)
C-14	Bend emt conduit
C-15	Cut and thread conduit nipples
C-16	Use knock-out punches

Marine Mechanics

A-02	Identify Safety Procedures in the Shop
A-03	Identify and Maintain Tools and Equipment
A-04	Identify Functions of Outboard Engines
A-05	Use Manufacturer's Service and Parts Manual
B-01	Describe Boat Performance and Rigging
B-02	Install Motor and Rigging
B-03	Install Accessories
C-01	Explain Operation of Fuel System
C-02	Remove, Clean and Replace Fuel Tank and Hoses
C-03	Remove, Clean and Replace Carburetor
D-01	Identify Lower End Unit Functions and Operation
D-02	Overhaul Lower End Unit (Split Gear Case)
D-03	Overhaul Mercury Lower End Unit
D-04	Remove Water Pump
E-01	Identify Ignition System Principles
E-02	Service Ignition System
E-03	Service External Magneto
E-04	Service Distributor
E-05	Service Capacitive Discharge Ignition System
F-01	Identify Powerhead Functions and Operation
F-02	Remove and Disassemble Powerhead
F-03	Hone, Clean and Oil Cylinder Walls
F-04	Reassemble Powerhead
F-05	Troubleshoot Malfunctioning Engine
G-01	Service Accessories
G-02	Repair Steering Controls
H-01	Identify Electrical Symbols
H-02	Service Starter System
H-03	Identify Charging System Operations
H-04	Service the Charging System

Masonry

B-01	Identify different types of mortar
B-02	Identify tools and equipment for mixing mortar
B-04	Mix masonry mortar

B-05	Cut masonry materials with hand tools and cut off saws
B-06	Identify types and manufacturing process of brick
B-14	Estimate total material costs for masonry jobs
B-15	Identify structural and pattern bonds
B-16	Erect scaffolding
B-17	Identify types and manufacturing process of block
B-18	Throw head or cross joints on block
B-19	Lay blocks to a line
B-20	Construct a block wall between existing leads
B-21	Clean masonry work

Parts Marketing

G-17	Figure Sales Tax

Plumbing and Pipefitting

D-07	Install a Lawn Sprinkler
D-06	Fabricate a PVC Joint
F-01	Install a Tank Type Water Closet
D-05	Rough in Water System Using Galvanized Pipe and Fittings
D-04	Rough in Water System Using Copper Pipe and Fittings
D-03	Rough in Waste and Vent System Using Cast Iron Pipe
D-02	Rough in Waste and Vent System Using PVC Pipe
D-01	Dig and Backfill a Trench
C-10	Cut Cast Iron Pipe With a Chisel and Hammer
C-08	Replace a Section of Galvanized Water Service Line
C-07	Cut and Thread Galvanized Pipe
C-06	Join Copper Pipe to PVC Pipe Using Sweat Method
B-14	Replace Thermostat or Heating Element on Electric Water Heater
B-13	Thaw a Frozen Pipe
B-12	Repair a Leaking Shower Valve
B-11	Repair or Replace Waste and Overflow on a Bathtub
C-05	Bend Copper Tubing with a Spring Bender
C-04	Join Copper Tubing to Steel and PVC Pipe
C-03	Cut and Flare Copper Tubing
C-02	Identify Copper Fittings and Pipe
C-01	Fabricate a Copper Joint
B-10	Repair a Water Closet
B-09	Repair Leaking Water Faucet or Valve
B-08	Remove Obstruction from Main Drainline
B-07	Remove Obstruction from Water Closet
B-06	Remove Lavatory Faucet and/or Pop Up Assembly
B-05	Replace a Kitchen Sink Faucet and/or Basket Strainers
B-04	Replace a Kitchen Sink Trap or Disposal Trap
B-03	Remove Obstruction from Kitchen Sink Drain
B-02	Replace a Lavatory Trap
B-01	Clear Obstruction from a Lavatory Drain
E-01	Set a Bathtub

Welding

B-01	Drill metal using power drilling equipment
B-02	Cut metal with power hacksaw
B-03	Shear and punch metal using iron worker
B-04	Wire brush with power equipment
E-10	Weld outside corner joints: horizontal position
E-11	Weld butt joints: horizontal position
E-12	Weld single and multiple pass lap joints: vertical position
E-13	Weld 3 pass and 6 pass "tee" joints: vertical position
E-14	Weld outside corner joints: vertical position
E-15	Weld butt joints: vertical position
E-16	Weld single and multiple pass lap joints: overhead position
E-17	Weld 3 pass and 6 pass "tee" joints: overhead position
E-18	Weld outside corner joints: overhead position
E-19	Weld butt joints: overhead position
E-20	Weld with the low-hydrogen electrodes
E-21	Weld vee-bend test plates in all positions
E-22	Finish metal surfaces with hand tools
E-23	Test welds using guided bend test equipment
F-02	Weld mild steel with tig equipment
F-03	Weld stainless steel with tig equipment
F-04	Weld aluminum with tig equipment
F-05	Assemble mig torch and prepare to mig weld
G-06	Weld mild steel with mig equipment

Business Education Cont. from page 85

TW-01	Demonstrate Correct Typewriting Techniques
TW-02	Identify Operative Parts of the Typewriter and Their Operation
TW-03	Clean Typewriter and Work Station
TW-04	Demonstrate Speed and Accuracy in Typing Straight Copy
TW-05	Type and Correct Tabulated Information
TW-06	Type Postal Cards
TW-07	Type and Correct Business Letters and Envelopes
TW-08	Type Interoffice Memorandas
TW-09	Identify Principles of Typing Regarding Spacing, Capitilation, and Punctuation
TW-11	Type Report With Headings and Footnotes
TW-12	Type File Folder and Mailing Labels
TW-13	Type News Release
TW-14	Type Two Page Letter with Envelope
TW-15	Type Memo to Multiple Recipients and Address Interoffice Envelopes
TW-16	Type Business Letters Containing Special Features and Numerated Items Requiring Different Sizes of Paper
TW-17	Type Minutes of a Meeting
TW-18	Type Form Letters on Spirit Master and Stencil Then Type Fill-ins on Copies
TW-19	Chain-Feed, Type and Correct Addresses on Envelopes
TW-20	Type a Letter Containing Tabulation
TW-21	Type Tables in Ruled and Boxed Forms
TW-22	Type Alphanumeric Material from Handwritten Material
TW-24	Type a Standardized Document By Merging Selected Paragraphs

Appendix E

Progress Chart of Learning Guide Development
July 1, 1979 to June 30, 1980

Program	Total Tasks 1979-80	7/79	11/79	1/80	2/80	3/80	5/80	6/80	Without pay or at Workshop	Paid
Automotive Mech.	44	9	12	17	18	20	25	33	20	13
Clothing Prod.	79	0	0	19	28	54	54	54	10	44
Agriculture*	95	0	0	0	0	0	0	26	26	0
Commercial Foods	56	3	3	9	14	14	14	17	6	11
Industrial Elec.	57	16	20	23	25	26	26	38	32	6
Marine Mech.	38	5	13	14	17	19	29	32	16	16
Masonry	58	7	11	12	12	14	14	20	17	3
Truck/Bus Mech.	146	10	23	38	55	76	90	120	53	67
Welding	54	18	22	24	25	25	32	41	31	10
Carpentry*	39	9	11	16	24	29	29	29	29	0
Parts Marketing	49	20	41	45	46	47	47	47	47	0
Cosmetology	35	34	34	34	34	34	34	35	35	0
Drafting	34	11	14	14	14	14	14	15	15	0
Plumbing*	37	0	0	0	2	3	4	4	4	0
Distributive Ed.	33	18	0	0	0	0	0	18	18	0
Business Ed.	76	15	22	22	34	51	51	49	20	29
Total	930	175	226	287	348	426	463	578	379	199

Appendix F

Staff Development Activities

ACTIVITIES	DATES	OBJECTIVES
I Planning	Summer 1977	1. Conceptualize CBVE at Ridge Vo-Tech 2. Develop plan of work for project 3. Review available teacher education materials 4. Examine competencies needed to implement CBVE 5. Begin development of CBVE instructional programs
II Preservice and In-service Planning	1977-1978	1. Finalize list of teacher competencies 2. Conduct 6-week preservice program 3. Plan 2-year in-service program 4. Develop teacher training materials
III Preservice Implementation	Summer 1978	1. Develop selected human relations skills 2. Acquire "survival skills" for teaching 3. Develop list of student competencies 4. Develop several sample learning guides 5. Acquire selected management skills
IV In-service Implementation	1978-1980	1. Reinforce skills included in preservice program 2. Continue development of learning guides 3. Refine student competencies 4. Implement competency-based instruction

Appendix G

CBVE Bulletin

CBVE BULLETIN No. 1 **DATE** 11-5-79 **RVTC**

TO ALL STAFF......

Let us introduce the CBVE Bulletin to you! The aim of this newsletter is to be a communication link between you and the CBVE Curriculum Center. The Bulletin will be published when needed rather than on a regular basis. Subject coverage will be brief and to the point with an attempt to keep you informed on progress of the RVTC Demonstration Site, learning guides, management hints, other curricular activities and to share your ideas with others.

HERE GOES.......

ADJUSTED HOURS As a follow up on Reggie Flower's suggestion, subtract only the actual time a student is absent from your program on the time card and Performance Agreement. This applies only to excused absences. This will provide an accurate adjustment of the HIVP when a student has other classes and several absences. This procedure is effective immediately, however, revisions are in the process to eliminate any adjustment for absences in the future.

LEARNING GUIDES During the first three weeks of writing learning guides, fifteen instructors participated in the evening sessions. This is encouraging!

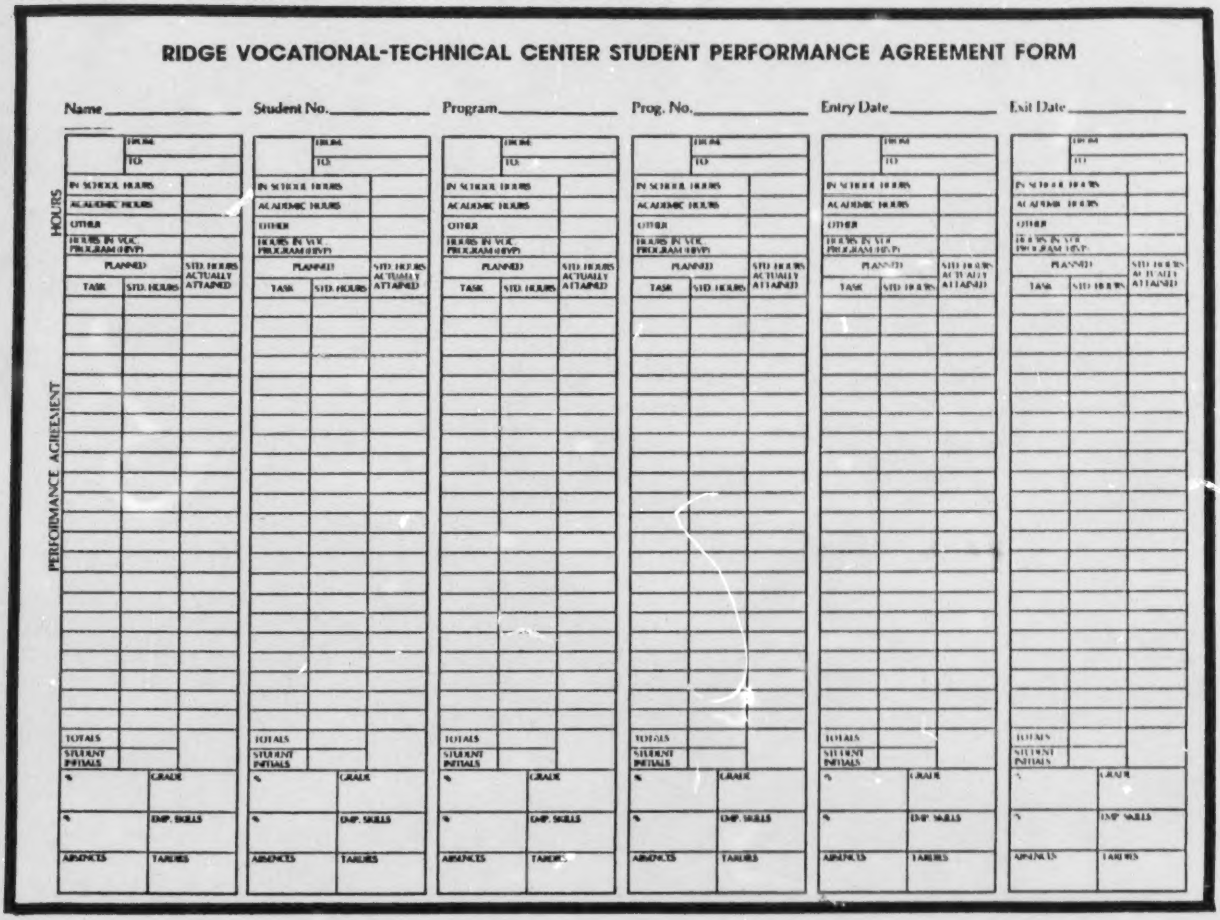
HELPFUL HINTS

1. Maintain a filing system for Learning Guides to be used by students as well as a personal file.
2. Make all revisions on your typed copy.
3. Include all answers to Self-Checks and Written Tests in your rough draft.
4. Write all Performance Tests and Self-Checks in the past tense.
5. Do not allow your students to write in the Learning Guides.
6. Copying must be kept to a minimum. Copies will be made according to class size.
7. Use the Learning Resource Planning Sheet to aid you in planning new guides. This form will help you to spot problem areas.
8. As you know, students are not allowed to write on the Performance Test. Therefore, you will need extra copies of the Performance Test for each Learning Guide. These tests will be signed, completed and filed in the student's personal file.

TIME CARDS If you would like an opening on the time card when a student is absent, Bill Lewis has a solution. On the absent day, make a hole with a pencil, pen, etc. after the last clock punched day of the attendance. This will cause an open space when the returned student punches in. Thanks Bill.

Please share your ideas, comments and suggestions with us.

©RIDGE VO-TECH CENTER 1980



RIDGE VOCATIONAL-TECHNICAL CENTER STUDENT PERFORMANCE AGREEMENT FORM

Name________ Student No.________ Program________ Prog. No.________ Entry Date________ Exit Date________

HOURS

PERFORMANCE AGREEMENT

	FROM	
	TO	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC. PROGRAM (HIVP)		
PLANNED		STD. HOURS ACTUALLY ATTAINED
TASK	STD. HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP. SKILLS	
ABSENCES	TARDIES	

	FROM	
	TO	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC. PROGRAM (HIVP)		
PLANNED		STD. HOURS ACTUALLY ATTAINED
TASK	STD. HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP. SKILLS	
ABSENCES	TARDIES	

	FROM	
	TO	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC. PROGRAM (HIVP)		
PLANNED		STD. HOURS ACTUALLY ATTAINED
TASK	STD. HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP. SKILLS	
ABSENCES	TARDIES	

	FROM	
	TO	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC. PROGRAM (HIVP)		
PLANNED		STD. HOURS ACTUALLY ATTAINED
TASK	STD. HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP. SKILLS	
ABSENCES	TARDIES	

	FROM	
	TO	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC. PROGRAM (HIVP)		
PLANNED		STD. HOURS ACTUALLY ATTAINED
TASK	STD. HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP. SKILLS	
ABSENCES	TARDIES	

	FROM	
	TO	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC. PROGRAM (HIVP)		
PLANNED		STD. HOURS ACTUALLY ATTAINED
TASK	STD. HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP. SKILLS	
ABSENCES	TARDIES	

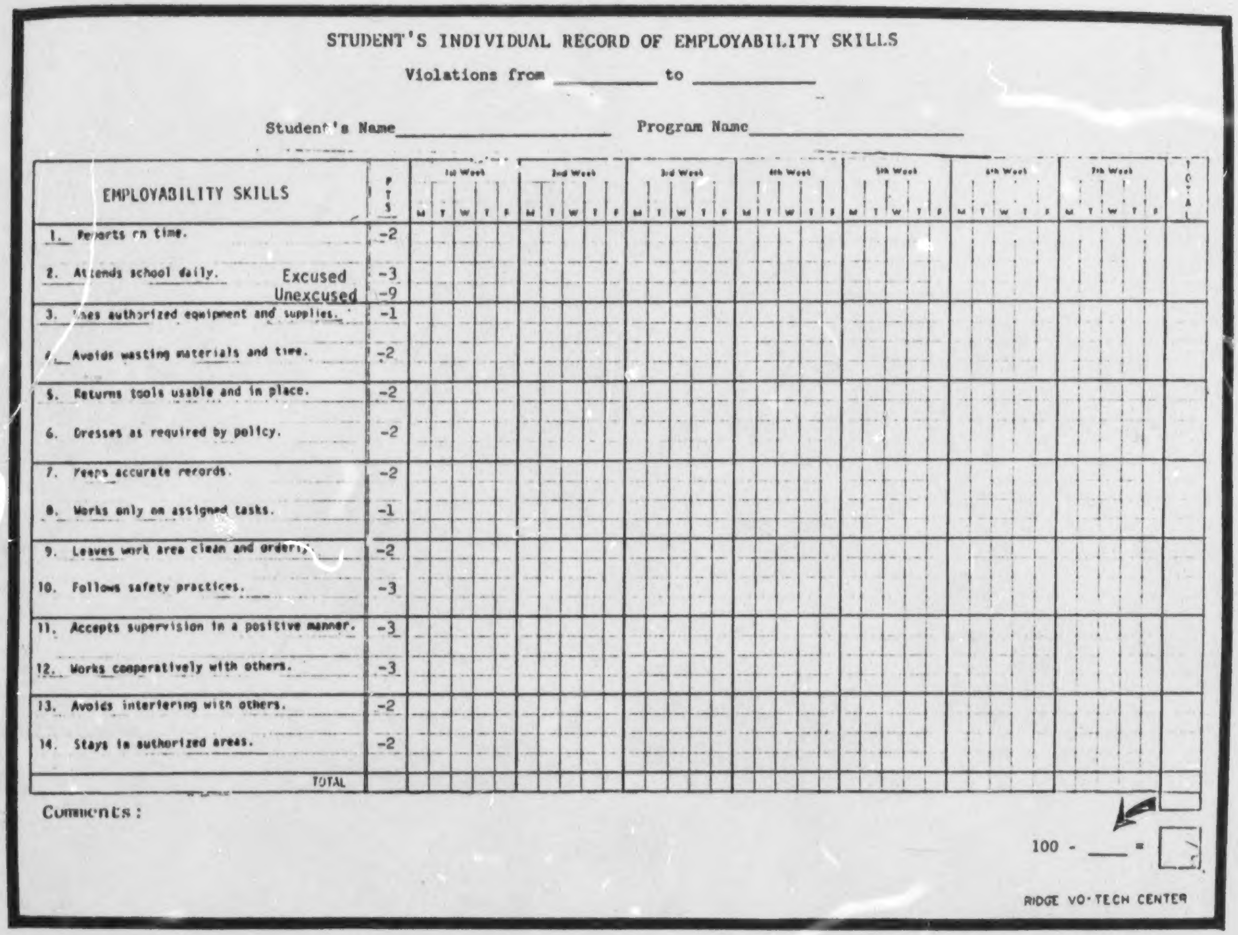
68% reduction

Appendix H

Student Performance Agreement Form

Appendix I

Employability Skills Form



STUDENT'S INDIVIDUAL RECORD OF EMPLOYABILITY SKILLS

Violations from __________ to ___________

Student's Name______________________ Program Name_____________________

EMPLOYABILITY SKILLS	PTS	1st Week					2nd Week					3rd Week					4th Week					5th Week					6th Week					7th Week					TOTAL
		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
1. Reports on time.	-2																																				
2. Attends school daily. Excused	-3																																				
Unexcused	-9																																				
3. Uses authorized equipment and supplies.	-1																																				
4. Avoids wasting materials and time.	-2																																				
5. Returns tools usable and in place.	-2																																				
6. Dresses as required by policy.	-2																																				
7. Keeps accurate records.	-2																																				
8. Works only on assigned tasks.	-1																																				
9. Leaves work area clean and orderly.	-2																																				
10. Follows safety practices.	-3																																				
11. Accepts supervision in a positive manner.	-3																																				
12. Works cooperatively with others.	-3																																				
13. Avoids interfering with others.	-2																																				
14. Stays in authorized areas.	-2																																				
TOTAL																																					

Comments:

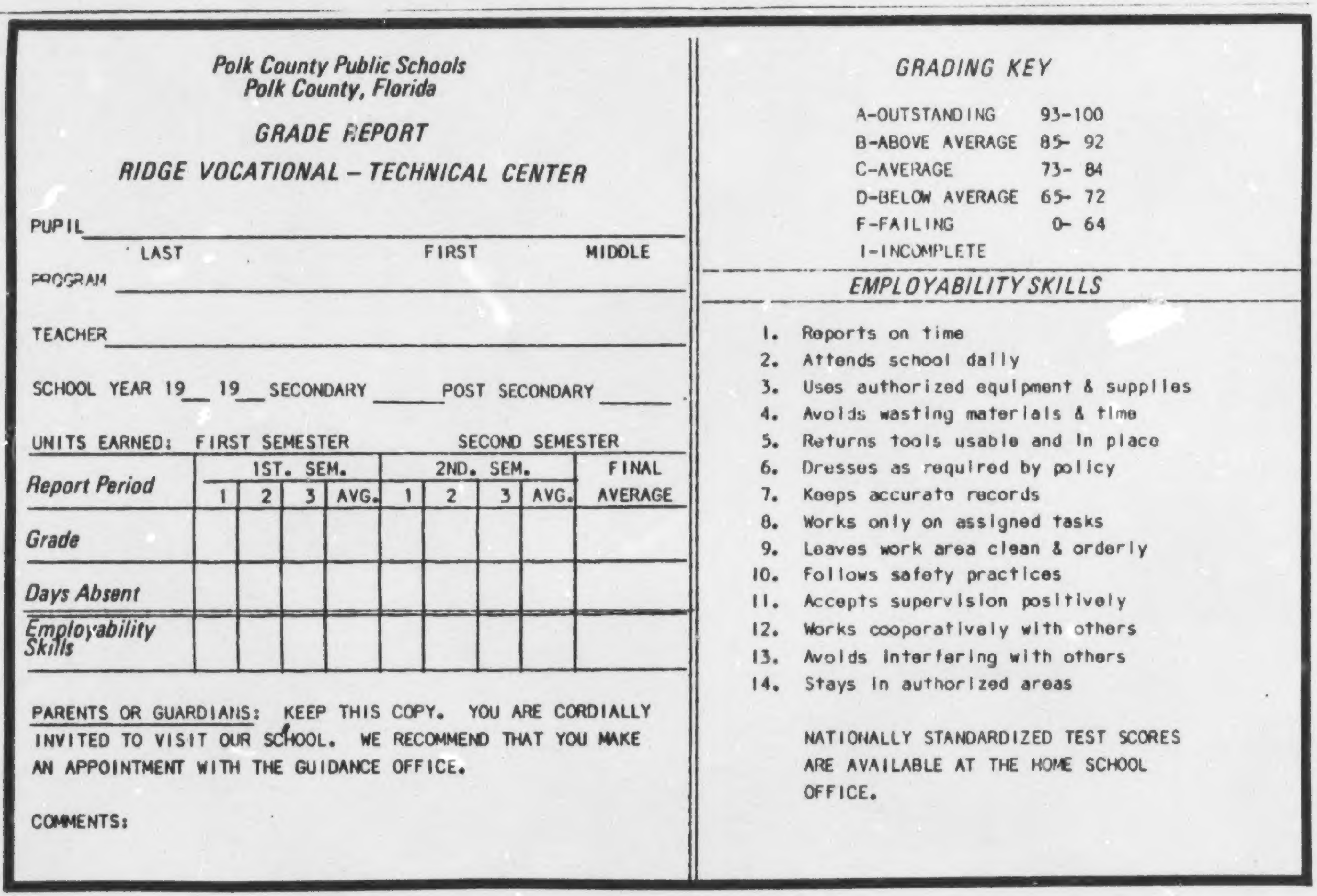
100 - ___ = ☐

RIDGE VO-TECH CENTER

68% reduction

Appendix J

Polk County Grade Report



Polk County Public Schools
Polk County, Florida

GRADE REPORT

RIDGE VOCATIONAL – TECHNICAL CENTER

PUPIL ______________________________
LAST FIRST MIDDLE

PROGRAM ______________________________

TEACHER ______________________________

SCHOOL YEAR 19__ 19__ SECONDARY ______ POST SECONDARY ______

UNITS EARNED: FIRST SEMESTER SECOND SEMESTER

Report Period	1ST. SEM.				2ND. SEM.				FINAL AVERAGE
	1	2	3	AVG.	1	2	3	AVG.	
Grade									
Days Absent									
Employability Skills									

PARENTS OR GUARDIANS: KEEP THIS COPY. YOU ARE CORDIALLY INVITED TO VISIT OUR SCHOOL. WE RECOMMEND THAT YOU MAKE AN APPOINTMENT WITH THE GUIDANCE OFFICE.

COMMENTS:

GRADING KEY

A-OUTSTANDING	93-100
B-ABOVE AVERAGE	85- 92
C-AVERAGE	73- 84
D-BELOW AVERAGE	65- 72
F-FAILING	0- 64
I-INCOMPLETE	

EMPLOYABILITY SKILLS

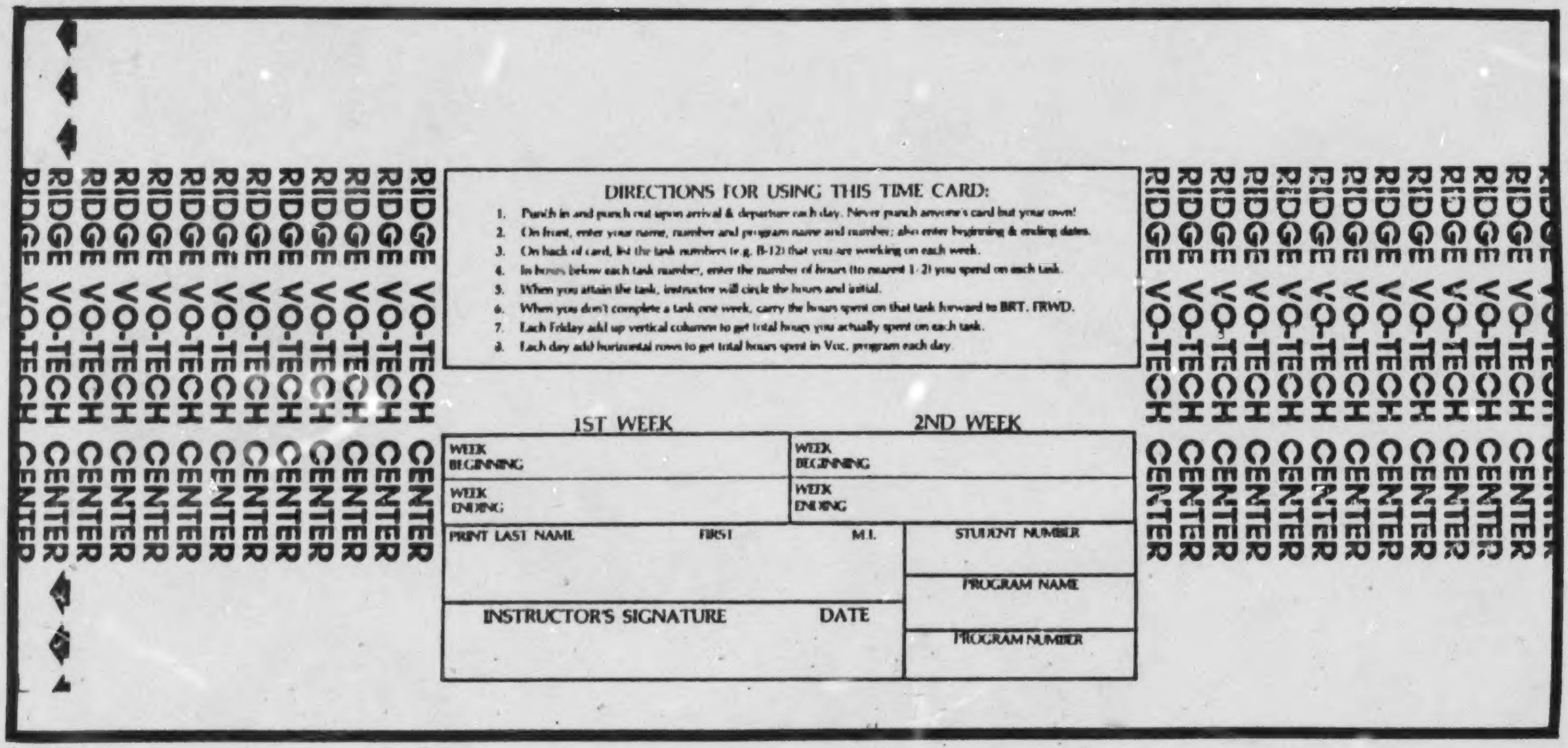
1. Reports on time
2. Attends school daily
3. Uses authorized equipment & supplies
4. Avoids wasting materials & time
5. Returns tools usable and in place
6. Dresses as required by policy
7. Keeps accurate records
8. Works only on assigned tasks
9. Leaves work area clean & orderly
10. Follows safety practices
11. Accepts supervision positively
12. Works cooperatively with others
13. Avoids interfering with others
14. Stays in authorized areas

NATIONALLY STANDARDIZED TEST SCORES ARE AVAILABLE AT THE HOME SCHOOL OFFICE.

Appendix K

Time Card

Front


RIDGE VO-TECH CENTER

DIRECTIONS FOR USING THIS TIME CARD:

1. Punch in and punch out upon arrival & departure each day. Never punch anyone's card but your own!
2. On front, enter your name, number and program name and number; also enter beginning & ending dates.
3. On back of card, list the task numbers (e.g. B-12) that you are working on each week.
4. In boxes below each task number, enter the number of hours (to nearest 1/2) you spend on each task.
5. When you attain the task, instructor will circle the hours and initial.
6. When you don't complete a task one week, carry the hours spent on that task forward to BRT. FRWD.
7. Each Friday add up vertical columns to get total hours you actually spent on each task.
8. Each day add horizontal rows to get total hours spent in Voc. program each day.

1ST WEEK	2ND WEEK
WEEK BEGINNING	WEEK BEGINNING
WEEK ENDING	WEEK ENDING

PRINT LAST NAME	FIRST	M.I.	STUDENT NUMBER
			PROGRAM NAME
INSTRUCTOR'S SIGNATURE		DATE	
			PROGRAM NUMBER

Back

1ST WEEK

TASKS										▨
BRT FRWD										
MON										DAILY TOTALS
TUES										
▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
WED										
THUR										
FRI										
TASK TOTALS										TOTAL

DATE

NAME

2ND WEEK

TASKS										▨
BRT FRWD										
MON										DAILY TOTALS
TUES										
▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
WED										
THUR										
FRI										
TASK TOTALS										TOTAL

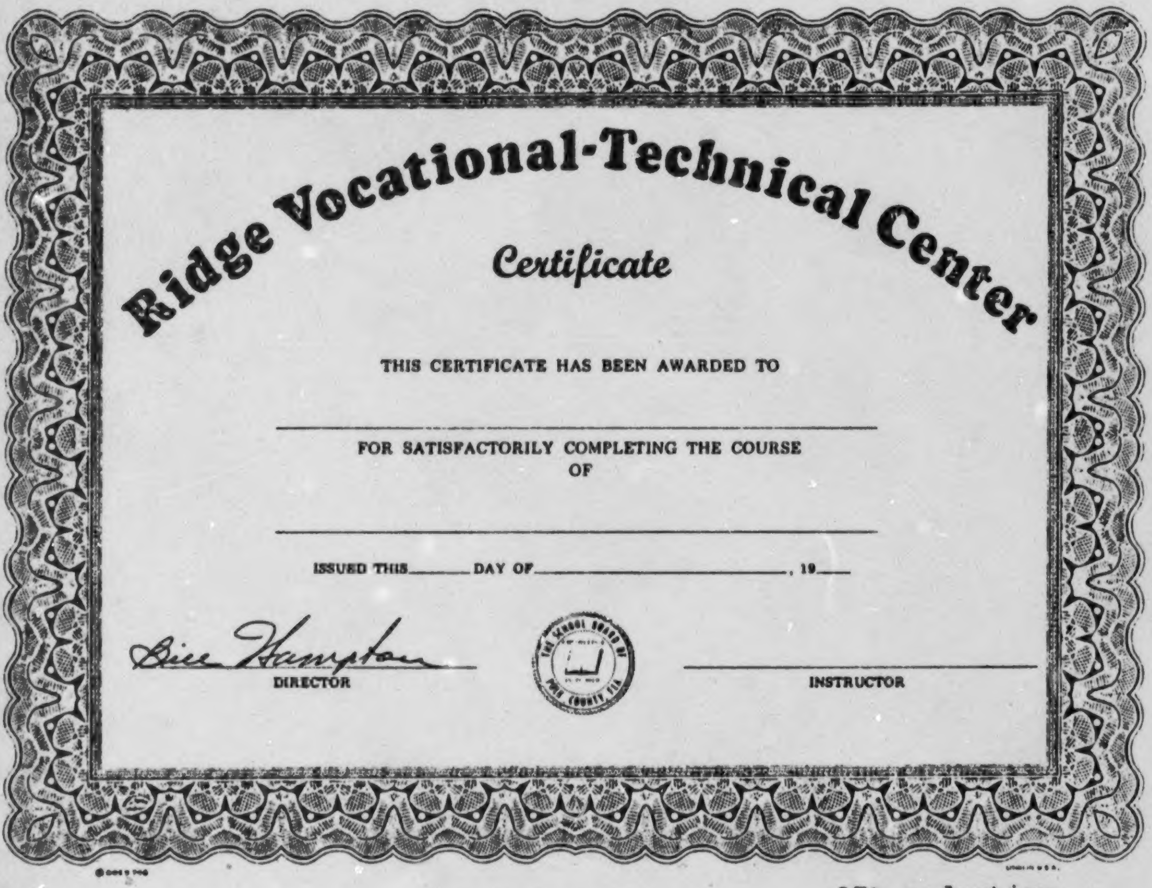
DATE

NAME

LATHEM TIME RECORDER CO. Atlanta Ga 30318 M-2264

Appendix L

Certificate of Recognition



Ridge Vocational-Technical Center

Certificate

THIS CERTIFICATE HAS BEEN AWARDED TO

____

FOR SATISFACTORILY COMPLETING THE COURSE
OF

____

ISSUED THIS______DAY OF______________________, 19___

Bill Hampton
DIRECTOR

THE SCHOOL BOARD OF POLK COUNTY, FLA.

____
INSTRUCTOR

87% reduction

Appendix M

Script for Slide/Tape Presentation for FVA Conference

VISUAL	AUDIO
FRAME 1 RIDGE VOCATIONAL-TECHNICAL CENTER: COMPETENCY-BASED VOCATIONAL EDUCATION	MUSIC NOTES:
FRAME 2-4 TWO VIEWS OF BUILDING I ONE VIEW OF SCHOOL ENTRANCE	Competency-based vocational education is a priority of the Division of Vocational Education. To support this commitment, the Division is funding a statewide demonstration site project at Ridge Vocational-Technical Center. NOTES: 3 slides
FRAME 5 COMMITMENT	Director Bill Hampton is commited to competency-based vocational education. NOTES:

VISUAL	AUDIO
FRAME 6 BILL HAMPTON	Mr. Hampton has been successful in establishing programs based on verified job competencies and providing self-paced individualized learning. NOTES:
FRAME 7 LEARNING SKILLS DETERMINE STARTING POINT	The philosophy of Ridge is to take each student where he or she is upon entering the program and help the student attain specific job competencies. NOTES:
FRAME 8-26 SLIDES OF PROGRAMS	Each training program at Ridge is based on job tasks, related technical knowledge and important attitudes. Students are provided with learning experiences designed to help them attain job competencies. NOTES: covers 8 through 26

VISUAL	AUDIO
FRAME 27 DEMONSTRATION SITE PROJECT	Ridge serves as a working example where vocational educators can observe CBVE in operation. NOTES:
FRAME 28 DR. ANDREYKA	The project is directed by Dr. Robert Andreyka, Professor of Vocational Education at the University of South Florida. NOTES:
FRAME 29 SONIA PARMER	Working closely with Dr. Andreyka is Sonia Parmer, Assistant Director for Curriculum at Ridge. NOTES:

VISUAL	AUDIO
FRAME 30 DR. BLANK	The project consultant is Dr. William Blank, Assistant Professor at the University of South Florida. NOTES:
FRAME 31 LISA BEVERLY AND WILMA McCARTY	Lisa Beverly and Wilma McCarty are on-site curriculum specialists. NOTES:
FRAME 32 LARRY LLOYD	Larry Lloyd serves as instructional resource specialist and NOTES:

VISUAL	AUDIO
FRAME 33 CHERYL JOHNSON	Cheryl Johnson, clerk typist. NOTES:
FRAME 34 DR. CRITTENDON AND DR. ANDREYKA	John F. Crittenden serves as liaison, providing assistance for the demonstration site project. NOTES:
FRAME 35 PROJECT STAGES	The project goals are grouped in three stages. NOTES:

VISUAL	AUDIO
FRAME 36 PLANNING 1979-80	The first year has focused on planning for an operational site for ... NOTES:
FRAME 37 DR. BLANK DR. ANDREYKA DR. CRITTENDEN AND NANCY MENGEL	open-entry, open-exit, individualized, competency-based vocational education. NOTES:
FRAME 38 DEMONSTRATION 1980-81	1980-81 will concentrate on demonstrating the center to vocational educators. NOTES:

VISUAL	AUDIO
FRAME 39 TALLAHASSEE GROUP MILLS/JOHNSON, ETC.	These activities will consist of conducting visitations and on-site training programs. NOTES:
FRAME 42 DISSEMINATION AND DIFFUSION 1981-82	1981-82 will focus on disseminating and diffusing strategies, materials and procedures. NOTES:
FRAME 43 ROOM OF INSTRUCTOR TRAINING MANUALS	The third year will constitute seminars and dissemination of learning guides. NOTES:

VISUAL	AUDIO
FRAME 44 STAFF DEVELOPMENT	To fulfill these goals, a staff development program was conducted to equip instructors with skills needed for competency-based education. NOTES:
FRAME 45 ADVISORY COMMITTEE	The first step was the formation of an advisory committee. Help was sought from individuals who could lend assistance in specific areas. NOTES:
FRAME 46 RED TRANSPARENCY	The teacher training program consisted of an intensive six-week preservice program conducted before the center opened and a two-year in-service program. Staff development has been a cooperative effort involving universities, school district, teacher education center and the Division of Vocational Education. NOTES:

FRAME	VISUAL	AUDIO	NOTES:
47	SHOT OF MANUAL	A list of professional competencies were verified and served as the basis for eleven staff development modules.	
48-50	MR. HAMPTON TEACHERS M. TAYLOR	The preservice workshop consisted of one-to-one or group sessions for Ridge staff.	3 slides
51	USF SYMBOL	Consultants from th University of South Florida have provided support service in coordinating resources and curriculum development.	

FRAME	VISUAL	AUDIO	NOTES:
52	COMPETENCY-BASED INSTRUCTION INCLUDES:	Competency-based instruction includes:	
53	1. CLEARLY STATED OBJECTIVES AND EVALUATIVE MEASURES	It is a process in which a task statement is identified. The learner knows in advance under what conditions the task must be performed.	
54	2. INDIVIDUAL COMPETENCIES ASSESSMENT OF ENTRANCE AND EXIT POINTS	Instruction is suited to the individual needs of the learner.	

VISUAL	AUDIO
FRAME 55 3. FLEXIBLE TIME LIMITS	Students progress at their own speed to attain the program competencies. NOTES:
FRAME 56 4. INDIVIDUALIZED LEARNING STYLES	This system allows students to complete any segment of a program according to their ability. NOTES:
FRAME 57 TRANSPARENCY	The heart of the system is its curriculum; a total range of learning experiences to which the student is exposed. NOTES:

VISUAL	AUDIO
FRAME 58 TASK	Each occupation is analyzed to identify the tasks performed by entry-level workers. NOTES:
FRAME 59 ADVISORY COMMITTEE	Members of the craft advisory committee helped the instructor verify competencies to be included in the program. NOTES:
FRAME 60 DISPLAY OF STATE MATERIALS	Through Florida V-TECS, catalogs are provided which are helpful in identifying tasks and duties. NOTES:

VISUAL	AUDIO
FRAME 61 MRS. PERRY WILMA McCARTY	On-site curriculum specialists provide support in coordinating resources and in curriculum development. NOTES:
FRAME 62 LEARNING GUIDE COVER	Required materials are organized and put into a final format for use by the students. This is a learning guide. NOTES:
FRAME 63 H. ALLEN WORKING ON GUIDE	A separate learning guide is written for each task by the instructor. NOTES:

VISUAL	AUDIO
FRAME 64 STUDENT USING GUIDE	By using the learning guide, the student knows what to expect from the program and what is expected from him or her. NOTES:
FRAME 65 CRITERION- REFERENCED EVALUATION	Performance Objective defines the conditions under which the student will perform the task. NOTES:
FRAME 66 KNOWLEDGE SKILLS ATTITUDES	Instructors must select learning activities which consider the nature of the task. NOTES:

VISUAL	AUDIO
FRAME 67 AUTO STUDENT USING STATE MATERIALS	Learning guides direct individual students through a learning process to attain the tasks. NOTES:
FRAME 68 AUTO STUDENT RECEIVING BERGWALL	Each program at Ridge has its own fully equipped resource room, called an individualized learning center. NOTES:
FRAME 69 AUTO STUDENT USING BERGWALL	Individualized Learning Centers provide easy access to materials and encourage individualized study. NOTES:

VISUAL	AUDIO
FRAME 70 PRACTICE WITH MIKE AND STUDENT	Enabling Objectives provide detailed steps allowing practice opportunities prior to evaluation. Evaluation is based on completion of a task to a predetermined standard of performance. NOTES:
FRAME 71 ACHIEVEMENT RULER	Two grades are given: Attainment of tasks and employability skills. NOTES:
FRAME 72 CERTIFICATE	A certificate of attainment is awarded at the proper time. NOTES:

VISUAL	AUDIO
FRAME 73 MANAGEMENT	The system increases the student's responsibility for learning. Students manage their time and are able to judge their progress. NOTES:
FRAME 74 COSMETOLOGY STUDENT PUNCHING IN	Students are held accountable for time spent in the program. Attendance, punctuality and progress are recognized on the time card. NOTES:
FRAME 75 COSMETOLOGY STUDENT WORKING ON GUIDE	Emphasis is on student learning rather than instructor teaching. NOTES:

VISUAL	AUDIO
FRAME 76 MS. BLISS WORKING WITH STUDENT	The instructor serves as a learning manager. NOTES:
FRAME 77 ALLOW OPEN-ENTRY AND OPEN-EXIT PROGRAMS	Students can enter a program when there is an opening and exit whenever they attain appropriate tasks. NOTES:
FRAME 78 COSMETOLOGY STUDENT FILING GUIDE	Since each student may be working on a different task, learning guides make management practical at Ridge. NOTES:

VISUAL	AUDIO
FRAME 79 MS. BLISS AND PROGRESS CHARTS	Each student's progress must be monitored by the instructor. NOTES:
FRAME 80 THIS DEMONSTRATION SITE PROJECT NOT ONLY SHOWS THAT CBVE WORKS AT RIDGE, BUT IT PROVIDES THE TOOLS TO MAKE IT WORK ELSEWHERE	This demonstration site project not only shows that CBVE works at Ridge, but it provides the tools to make it work elsewhere. NOTES:
FRAME 81 COME SEE US AT RIDGE	MUSIC NOTES:

Appendix N

Sample Task Listings

Titles of eighteen sample learning guides that were distributed at the Florida Vocational Association Conference in August of 1980 are listed below. Also included is the vocational program title and the Ridge instructor who wrote the learning guide.

Program	Learning Guide Title	Instructor
Accounting Occupations	Journalize and Post ransactions	Harold F. Stephenson
Automotive Mechanics	Test Charging System With a Volt Amp Tester	Michael Taylor and Reginald Flowers
Carpentry	Layout Rafter Locations	Wayne F. Mitchell
Clerical Occupations	Type and Correct Business Letters and Envelopes	Jean Finkbiner
Clerical Occupations	Participate in Job Interview	Janet Blum
Clothing Management, Production and Service	Construct Plain Seams	Lillian Barber
Commercial Foods and Culinary Arts	Prepare Variations of Sandwiches	Dorothy D. Perry
Cosmetology	Give a Scalp Treatment Using a Heat Cap	Grace Bliss and Eileen Carlton
Grocery Merchandising	Cash Customer Checks	Paulette McCormick
Heavy Duty Truck/Bus Mechanics	Adjust Exhaust Valve Clearance on Detroit Diesel	Charles C. Haut, Jr.
Industrial Electricity	Determine Resistor Values	William H. Lewis
Livestock Production	Trim Horse's Foot	David Byrd
Marine Mechanics	Service Fuel Pump	William Brownold
Masonry	Lay Blocks to a Line	John R. Berry
Mechanical Drafting	Develop General Assembly Drawings	Harriet S. Allen

Program	Learning Guide Title	Instructor
Parts Marketing	Place an Emergency Order for Items Not Carried in Stock	Francis M. Pierce
Plumbing and Pipefitting	Clear Obstructions From a Lavatory Drain	Richard Hancock
Welding	Weld Three-Pass Tee Joints in Flat Position	Richard L. Bausum

ORIENTATION AND SAFETY

IND 9253	Mechanical Drafting
IN 9123	Heavy Duty Truck/Bus Mechanics
IN 9163	Carpentry
IN 9273	Industrial Electricity
IN 9133	Masonry
IN 9943	Welding
IN 9193	Commercial Foods and Culinary Arts
IN 9043	Automotive Mechanics
IN 9363	Marine Mechanics
DE 4654	Parts Marketing
IN 9205	Cosmetology
IN 9723	Plumbing and Pipefitting
AG 3610	Livestock Production
DIS 4623	Grocery Merchandising

Mechanical Drafting

A-03 Recognize Safe Practices Used in Drafting
B-05 Construct Regular Polygons
B-06 Construct Ellipses
F-03 Develop Drawings for the Pattern Shop and the Machine Shop

Welding

B-01	Drill Metal Using Power Drilling Equipment
B-02	Cut Metal With Power Hacksaw
B-03	Shear and Punch Metal Using Iron Worker
B-04	Wire Brush With Power Equipment
E-10	Weld Outside Corner Joints: Horizontal Position
E-11	Weld Butt Joints: Horizontal Position
E-12	Weld Singel and Multiple Pass Lap Joints: Vertical Position
E-13	Weld 3 Pass and 6 Pass "Tee" Joints: Vertical Position
E-14	Weld Outside Corner Joints: Vertical Position
E-15	Weld Butt Joints: Vertical Position
E-16	Weld Single and Multiple Pass Lap Joints: Overhead Position
E-17	Weld 3 Pass and 6 Pass "Tee" Joints: Overhead Position
E-18	Weld Outside Corner Joints: Overhead Position
E-19	Weld Butt Joints: Overhead Position
E-20	Weld With Low Hydrogen Electrodes
E-21	Weld Vee-Bend Test Plates in All Positions
E-22	Finish Metal Surfaces With Hand Tools
F-01	Assemble Tig Torch and Prepare to Tig Weld
F-02	Weld Mild Steel With Tig Equipment
F-03	Weld Stainless Steel With Tig Equipment
F-04	Weld Aluminum With Tig Equipment
F-05	Assemble Mig Torch and Prepare to Mig Weld
F-06	Weld Mild Steel With Mig Equipment

Commercial Foods and Culinary Arts

A-05	Identify Career Opportunities in Commercial Foods and Culinary Arts
A-06	Identify Basic Nutrition
B-02	Cook and Serve Fried Meats
B-03	Cook and Serve Roast
B-04	Prepare and Serve a Stew
B-05	Braise and Garnish Meats
B-06	Broil and Garnish Meats
B-07	Grill and Garnish Meats
B-08	Cook and Serve Poultry
D-07	Prepare Variations of Sandwiches
E-05	Prepare, Frost and Serve Cakes
F-01	Identify the Various Types of Management Operations
A-07	Interpret a Recipe

CE0 30483

Automotive Mechanics

F-04	Identify Alignment Angles and Describe How They Affect Vehicle Operation
F-03	Balance Tires
F-02	Diagnose and Repair Front End
F-01	Identify Steering System components
E-03	Diagnose and Repair Power Brake Assembly
E-02	Recondition Brake System
D-07	Perform Minor Tune-Up
D-04	Rebuild Common Carburetor
D-01	Identify Fule System Components
A-02	Identify Hand Tools and Describe Their Use
A-03	Identify Safety Procedures in the Shop
B-03	Diagnose and Repair Drive Lines
B-02	Replace Tires
B-01	Flare and Splice Tubing
A-06	Identify and Use Metric Units
A-05	Identify and Read Scales of Various Measuring Instruments
A-04	Identify fasteners, Grades and Bolts
B-04	Service Automatic Transmission
B-05	Perform Chassis Maintenance and Inspection
B-06	Repair Exhaust System
B-07	Identify Engine Components
B-08	Test Cooling System
C-01	Identify and Describe Basic Electrical Components
C-02	Identify, Service and Test a Battery
C-11	Connect Scope and Interpret Patterns
C-10	Describe Scope Hook-up and Identify Patterns
C-09	Identify Starting System Components and Describe Operation
C-08	Repair Charging System Components
C-07	Test Charging System With a Volt Amp Tester
C-06	Identify Charging System Components
C-05	Diagnose and Repair Ignition System Problems
C-04	Disassemble and Reassemble Ignition Components
C-03	Identify Ignition Components and Describe Operation

Parts Marketing

G-17 Figure Sales Tax

PLUMBING AND PIPEFITTING

D-07	Install a Lawn Sprinkler System
D-06	Fabricate a PVC Joint
F-01	Install a Tank Type Water Closet
D-05	Rough in Water System Using Galvanized Pipe and Fittings
D-04	Rough in Water System Using Copper Pipe and Fittings
D-03	Rough in Waste and Vent System Using Cast Iron Pipe
D-02	Rough in Waste and Vent System Using PVC Pipe
D-01	Dig and Backfill a Trench
C-10	Cut Cast Iron Pipe With a Chisel and Hammer
C-08	Replace a Section of Galvanized Water Service Line
C-07	Cut and Thread Galvanized Pipe
C-06	Join Copper Pipe to PVC Pipe Using Sweat Method
B-14	Replace Thermostat or Heating Element on Electric Water Heater
B-13	Thaw a Frozen Pipe
B-12	Repair a Leaking Shower Valve
B-11	Repair or Replace Waste and Overflow on a Bathtub
C-05	Bend Copper Tubing with a Spring Bender
C-04	Join Copper Tubing to Steel and PVC Pipe
C-03	Cut and Flare Copper Tubing
C-02	Identify Copper Fittings and Pipe
C-01	Fabricate a Copper Joint
B-10	Repair a Water Closet
B-09	Repair Leaking Water Faucet or Valve
B-08	Remove Obstruction from Main Drainline
B-07	Remove Obstruction from Water Closet
B-06	Remove Lavatory Faucet and/or Pop Up Assembly
B-05	Replace a Kitchen Sink Faucet and/or Basket Strainers
B-04	Replace a Kitchen Sink Trap or Disposal Trap
B-03	Remove Obstruction from Kitchen Sink Drain
B-02	Replace a Lavatory Trap
B-01	Clear Obstruction from a Lavatory Drain
E-01	Set a Bathtub

Livestock

E-06	Operate Cattle Restraining Equipment
E-29	Select, Mix and Apply Animal Pesticides
E-09	Freeze Brand Cattle
E-08	Fire Brand Cattle
E-21	Identify Breeds of Hogs and Their Characteristics
E-07	Castrate Animals
F-01	Identify the Nutritional Needs of Beef Cattle
E-03	Select Beef Cattle for Breeding
E-12	Implant Cattle
E-04	Train and Show Beef Cattle
E-10	Mark Animals Using Ear Notches, Ear Tags or Tattoos
E-02	Identify Body Parts of Beef Cattle
E-24	Treat Hog Parasites and Diseases
E-11	Dehorn Cattle
E-23	Select Hogs for Breeding
E-15	Identify Breeds of Horses
E-16	Select and Judge Horses
E-20	Care for the Horse's Foot
B-29	Determine Age and Height of Horses
B-21	Care for Blemishes and Unsoundnesses
E-28	Groom Horses
E-17	Identify the Gaits of Horses
E-06	Treat Beef Cattle Diseases and Parasites
A-03	Identify Safety Practices in Livestock Production
D-011	Formulate a Ration Using the Pearson Square Method

Business Education

MA-01	Classify Mail and Identify Mail Services
MA-02	Process Incoming and Outgoing Mail
RE-01	Select Best Copying/Duplicating Method
RE-02	Type, Correct, and Run Spirit Masters
RE-03	Type, Correct, and Run Stencils
TE-01	Answer Incoming and Place Outgoing Calls
FR-01	File and Retrieve Materials
FR-02	Describe Specialized Filing and Storage Systems
BL-01	Classify Crimes and Torts
BL-02	Identify Elements of Contacts
BL-03	Transfer and Discharge Contracts
BL-04	Sale and Use of Personal Property
BL-05	Transfer and Discharge of Commercial Paper
BL-06	Analyze Employment and the Law
SM-02	Operate IBM Memory Typewriter
SM-03	Operate Electronic Selectric Composer
SM-04	Operate IBM Executive Typewriter
JA-01	Prepare a Resume
JA-02	Write Letters of Application
JA-03	Complete Application Form
JA-04	Participate in Job Interview
JA-05	Demonstrate Knowledge of Job Success
CO-02	Locate and Record Information From A Dictionary
CO-04	Spell Vocabulary Words
CO-05	Define Vocabulary Words
CO-06	Define Business and Consumer Terms
CO-07	Identify Parts of Speech
CO-08	Construct Simple Sentences
CO-09	Form Contractions and Possessives
CO-10	Punctuate End of Sentences
CO-11	Punctuate, Capitalize, Abbreviate, Use Numbers in Sentences
CO-12	Write and Punctuate Grammatically Complete Sentences
CO-13	Identify and Type Effective Business Letters
CO-14	Compose and Type a Memorandum
CO-15	Compose and Type a Letter of Request
CO-16	Compose and Type a Letter of Transmittal
CO-17	Compose and Type a Letter of Acknowledgement
CO-18	Compose and Type a Letter of Response

Clothing Production

F-36	Sew a Plaid Skirt
F-34	Sew a Tie or Scarf
F-40	Sew a Dress
G-05	Sew Men's Trouser's
F-42	Sew Lingerie
F-22	Sew a Shirt
F-24	Sew Pants
F-12	Sew a Skirt
F-16	Sew a Jumper
F-29	Sew Children's Clothing
F-34	Sew Tie or Scarf
F-36	Sew a Plaid Skirt
F-39	Construct Belts and Buckles
F-38	Construct Fabric Buttons and Loops
F-37	Construct Darts
F-33	Prepare Bias
F-35	Match Plaids and Stripes
F-31	Construct Decorative Seams
F-30	Construct Enclosed Seams
F-28	Apply Fasteners
F-27	Construct Gathers and Shirring
F-26	Construct Pleats
F-25	Construct Tucks
F-23	Apply Elastic
F-21	Set-in Sleeves
F-20	Construct Pockets
F-19	Construct Collar and Cuffs
F-18	Attach Buttons
F-17	Apply Buttonholes
F-15	Construct Facings
F-14	Construct Interfacing
F-13	Apply Zippers
F-06	Apply Stay Stitching
D-02	Identify Color, Line and Design Concepts
F-05	Mark Fabric
F-04	Layout and Cut Fabric
F-03	Alter a Pattern
F-11	Secure Hems
F-10	Apply Hem Finishes
F-09	Apply Waistbands
F-08	Construct Seam Finishes
F-07	Construct Basic Seams
F-02	Identify Grain and Prepare Fabric
F-01	Interpret Pattern Envelope, Guide Sheet and Pieces
D-05	Identify Dyeing and Printing Methods
D-04	Identify Fabric Construction
D-03	Identify Fibers and Finishes
D-01	Take Body Measurements
C-03	Apply Appliques
C-02	Apply Decorative Machine Stitchery
B-03	Press Garments Using Pressing Equipment
B-02	Operate Sewing Machine
C-01	Apply Hand Embroidery
F-07	Construct Plain Seams
B-01	Identify Sewing Tools
G-03	Apply Linings and Underlinings

(cont. on back)

FORMS

Student's Time Card

Certificate of Occupational Competency

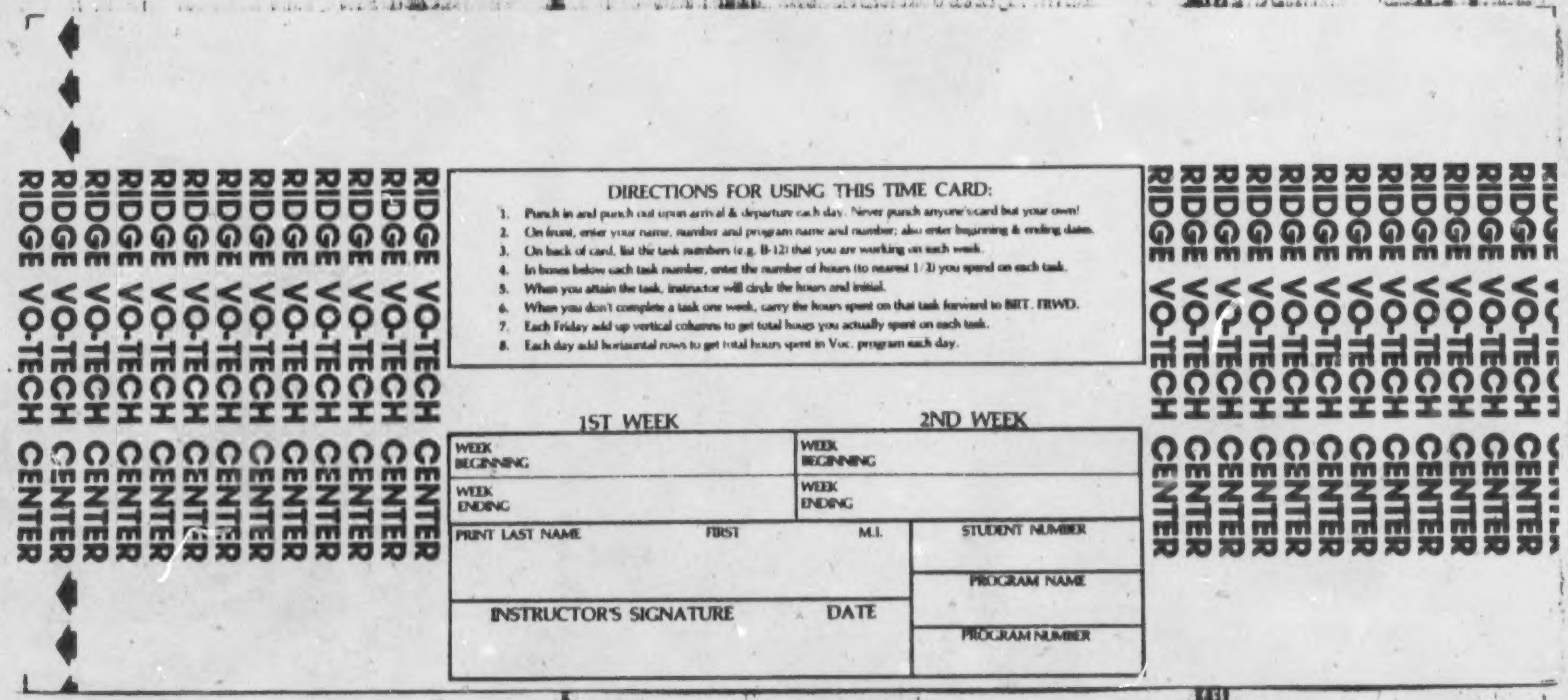
Ridge Vocational-Technical Center Student Performance Agreement Form

Student's Individual Record of Employability Skills

PUBLICATIONS

Learning at Ridge Vocational-Technical Center

Competency-Based Vocational Education on Display


RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER

DIRECTIONS FOR USING THIS TIME CARD:

1. Punch in and punch out upon arrival & departure each day. Never punch anyone's card but your own!
2. On front, enter your name, number and program name and number; also enter beginning & ending dates.
3. On back of card, list the task numbers (e.g. B-12) that you are working on each week.
4. In boxes below each task number, enter the number of hours (to nearest 1/2) you spend on each task.
5. When you attain the task, instructor will circle the hours and initial.
6. When you don't complete a task one week, carry the hours spent on that task forward to BRT. FRWD.
7. Each Friday add up vertical columns to get total hours you actually spent on each task.
8. Each day add horizontal rows to get total hours spent in Voc. program each day.

1ST WEEK	2ND WEEK
WEEK BEGINNING	WEEK BEGINNING
WEEK ENDING	WEEK ENDING

PRINT LAST NAME	FIRST	M.I.	STUDENT NUMBER
			PROGRAM NAME
INSTRUCTOR'S SIGNATURE		DATE	PROGRAM NUMBER

RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER
RIDGE VO-TECH CENTER

1ST WEEK

TASKS										▨
BRT FRWD										▨
MON										DAILY TOTALS
TUES										
▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
WED										
THUR										
FRI										
TASK TOTALS										TOTAL

DATE

NAME

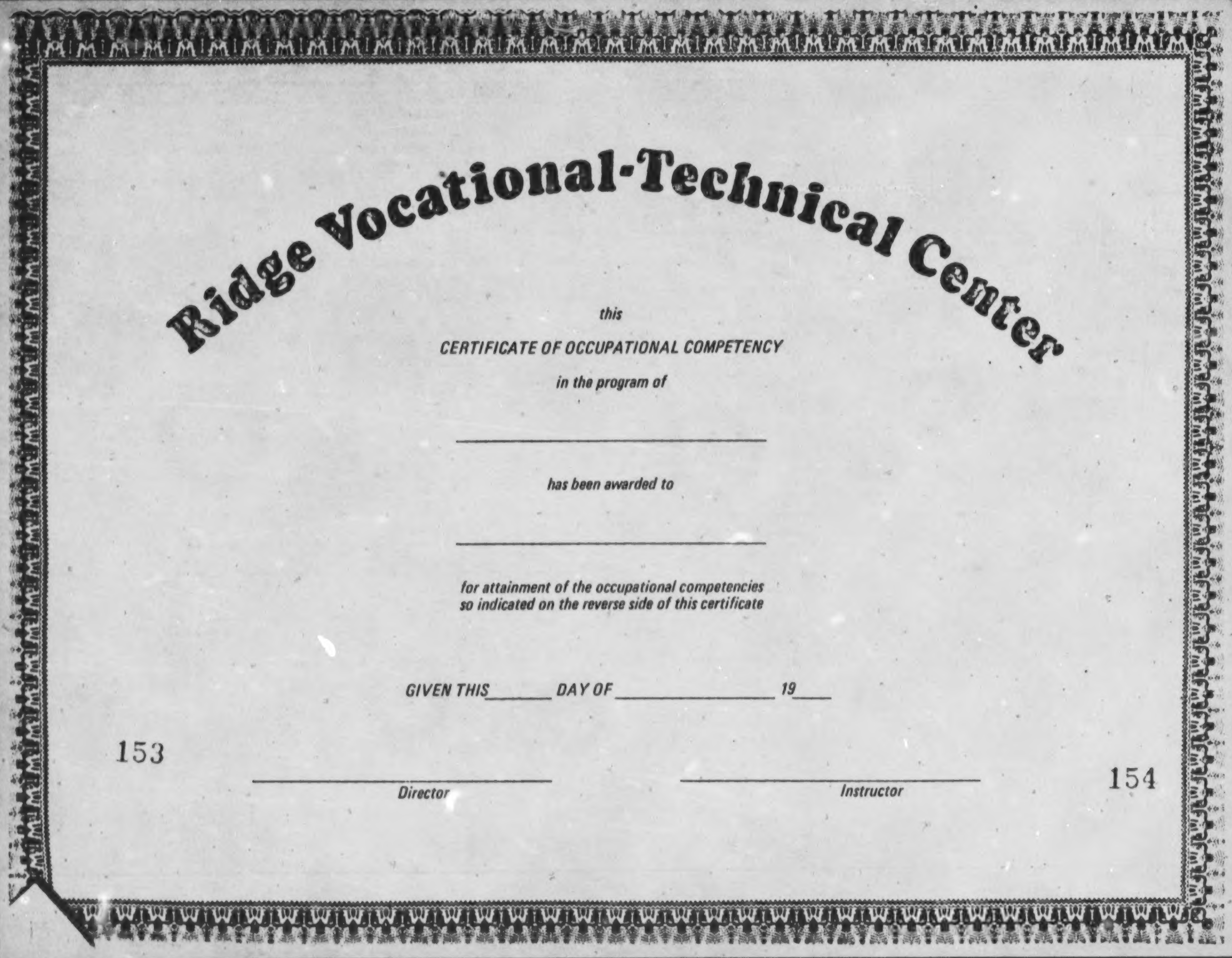
2ND WEEK

TASKS										▨
BRT FRWD										▨
MON										DAILY TOTALS
TUES										
▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
WED										
THUR										
FRI										
TASK TOTALS										TOTAL

DATE

NAME

LATHEM TIME RECORDER CO. Atlanta Ga. 30378 M-2068



Ridge Vocational-Technical Center

this

CERTIFICATE OF OCCUPATIONAL COMPETENCY

in the program of

____

has been awarded to

____

for attainment of the occupational competencies
so indicated on the reverse side of this certificate

GIVEN THIS______ DAY OF _______________ 19___

______________________________ *Director*

______________________________ *Instructor*

RECORD OF TASKS ATTAINED

NAME ______________________ STUDENT NO. ______________ PROGRAM MARINE MECHANICS DATE ______________

ATTAINED	TASK #	DUTY/TASK
	DUTY A	: IDENTIFYING ORIENTATION PROCEDURES
	A-01	Complete Student Forms
	A-02	Identify safety procedures in the shop
	A-03	Practice and maintain tools and equipment
	A-04	Identify function of outboard engines
	A-05	Use manufacturer's service and parts manual
	DUTY B	: RIGGING BOAT AND MOTOR
	B-01	Describe boat performance and rigging
	B-02	Install motor and rigging
	B-03	Install accessories
	UTY C	: MAINTAINING FUEL SYSTEM
	C-01	Explain operation of the fuel system
	C-02	Remove, clean and replace fuel tank and hoses
	C-03	Remove, clean and replace carburetor
	C-04	Service fuel pump
		Live Activities
	DUTY D	: MAINTAINING LOWER UNIT
	D-01	Identify lower end unit functions and operation
	D-02	Overhaul lower end unit (split gear case)
	D-03	Overhaul Mercury lower end unit
	D-04	Remove water pump
		Live Activities
	DUTY E	: MAINTAINING IGNITION SYSTEM
	E-01	Identify ignition system principles
	E-02	Service ignition system
	E-03	Service external magneto
	E-04	Service distributor
	E-05	Service capacitive discharge ignition system
		Live Activities
	DUTY F	: OVERHAULING POWERHEADS
	F-01	Identify powerhead functions and operations
	F-02	Remove and disassemble powerhead
	F-03	Hone, clean and oil cylinder walls
	F-04	Reassemble powerhead
	F-05	Troubleshoot malfunctioning engine
	DUTY G	: MAINTAINING AND REPAIRING ACCESSORIES
	G-01	Service accessories
	G-02	Repair steering controls
		Live activities
	DUTY H	: MAINTAINING ELECTRICAL SYSTEM
	H-01	Identify electrical symbols
	H-02	Service starter system
	H-03	Identify charging system operations
	H-04	Service the charging system
		Live activities
	DUTY I	: PAINTING
	I-01	Prepare to refinish
	I-02	Clean using steam
	I-03	Remove foreign material by sand blasting
	I-04	Refinish with spray paint

EMPLOYABILITY SKILLS

Scores Based on 100%

1. Reports on time
2. Attends school daily
3. Uses authorized equipment & supplies
4. Avoids wasting materials & time
5. Returns tools usable and in place
6. Dresses as required by policy
7. Keeps accurate records
8. Works only on assigned tasks
9. Leaves work area clean & orderly
10. Follows safety practices
11. Accepts supervision positively
12. Works cooperatively with others
13. Avoids interfering with others
14. Stays in authorized areas

Grading Period Ending: _____/_____ Score

Grading Period Ending: _____/_____ Score

Grading Period Ending: _____/_____ Score

Grading Period Ending: _____/_____ Score

Grading Period Ending: _____/_____ Score

Grading Period Ending: _____/_____ Score

RIDGE VOCATIONAL-TECHNICAL CENTER STUDENT PERFORMANCE AGREEMENT FORM

Name__________ Student No.__________ Program__________ Prog. No.__________ Entry Date__________ Exit Date__________

HOURS

PERFORMANCE AGREEMENT

	FROM:	
	TO:	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC. PROGRAM (HIVP)		
PLANNED		STD. HOURS ACTUALLY ATTAINED
TASK	STD. HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP. SKILLS	
ABSENCES	TARDIES	

	FROM:	
	TO:	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC. PROGRAM (HIVP)		
PLANNED		STD. HOURS ACTUALLY ATTAINED
TASK	STD. HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP. SKILLS	
ABSENCES	TARDIES	

	FROM:	
	TO:	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC. PROGRAM (HIVP)		
PLANNED		STD. HOURS ACTUALLY ATTAINED
TASK	STD. HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP. SKILLS	
ABSENCES	TARDIES	

	FROM:	
	TO:	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC. PROGRAM (HIVP)		
PLANNED		STD. HOURS ACTUALLY ATTAINED
TASK	STD. HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP. SKILLS	
ABSENCES	TARDIES	

	FROM:	
	TO:	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC. PROGRAM (HIVP)		
PLANNED		STD. HOURS ACTUALLY ATTAINED
TASK	STD. HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP. SKILLS	
ABSENCES	TARDIES	

	FROM:	
	TO:	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC. PROGRAM (HIVP)		
PLANNED		STD. HOURS ACTUALLY ATTAINED
TASK	STD. HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP. SKILLS	
ABSENCES	TARDIES	

STUDENT'S INDIVIDUAL RECORD OF EMPLOYABILITY SKILLS

Violations from __________ to ____________

Student's Name____________________ Program Name____________________

EMPLOYABILITY SKILLS	PTS	1st Week					2nd Week					3rd Week					4th Week					5th Week					6th Week					7th Week					TOTAL
		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
1. Reports on time.	-2																																				
2. Attends school daily. Excused	-3																																				
Unexcused	-9																																				
3. Uses authorized equipment and supplies.	-1																																				
4. Avoids wasting materials and time.	-2																																				
5. Returns tools usable and in place.	-2																																				
6. Dresses as required by policy.	-2																																				
7. Keeps accurate records.	-2																																				
8. Works only on assigned tasks.	-1																																				
9. Leaves work area clean and orderly.	-2																																				
10. Follows safety practices.	-3																																				
11. Accepts supervision in a positive manner.	-3																																				
12. Works cooperatively with others.	-3																																				
13. Avoids interfering with others.	-2																																				
14. Stays in authorized areas.	-2																																				
TOTAL																																					

Comments:

100 - ___ = ☐ %

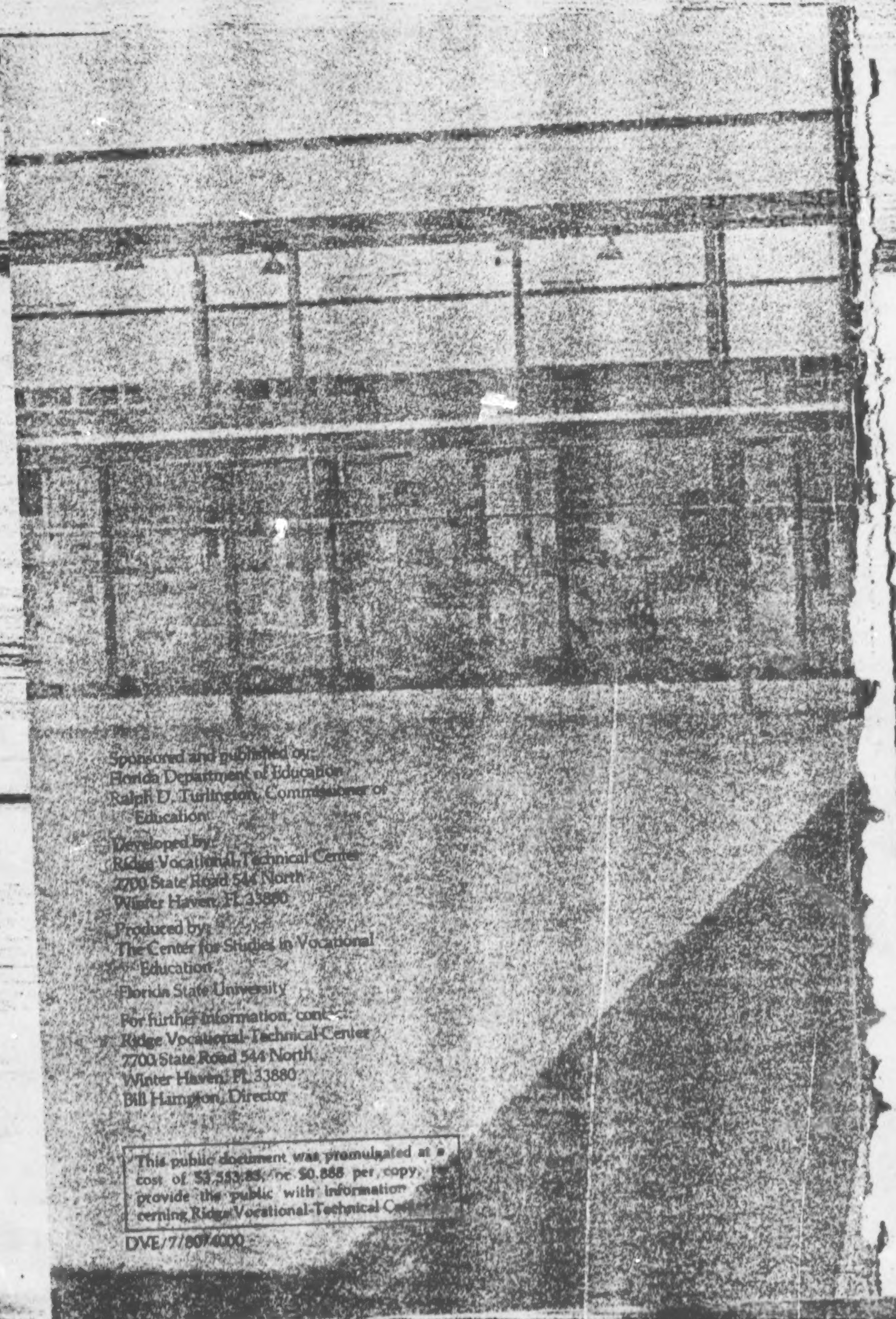
RIDGE VO-TECH CENTER

LEARNING AT RIDGE VOCATIONAL-TECHNICAL CENTER

AN INDISPENSABLE GUIDE GUARANTEED TO EXPLAIN BEYOND A DOUBT WHAT'S IN A LEARNING GUIDE AND WHAT'S AT THE GUIDANCE OFFICE; HOW TO FIGURE YOUR TIME CARD AND HOW TO FIGURE YOUR GRADES; WHAT'S IN A STUDENT PERFORMANCE AGREEMENT AND WHAT'S IN A SHOP SAFETY AGREEMENT; WHERE TO GET AN ADMITTANCE FORM AND WHERE TO GET A WARM LUNCH; WHAT'S ON THE AGENDA OF COURSES AND WHAT'S ON THE AGENDA FOR YOU; HOW TO BECOME EMPLOYABLE AND HOW TO GET, YES, EMPLOYED.

LEARNING AT RIDGE VOCATIONAL-TECHNICAL CENTER

State of Florida
Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer
Division of Vocational Education
June, 1980



Sponsored and published by:
Florida Department of Education
Ralph D. Turlington, Commissioner of
Education

Developed by:
Ridge Vocational-Technical Center
2700 State Road 544 North
Winter Haven, FL 33880

Produced by:
The Center for Studies in Vocational
Education
Florida State University

For further information, contact:
Ridge Vocational-Technical Center
7700 State Road 544 North
Winter Haven, FL 33880
Bill Hampton, Director

This public document was promulgated at a cost of $3,553.85, or $0.888 per copy, to provide the public with information concerning Ridge Vocational-Technical Center.

DVE/7/80/4000

ACKNOWLEDGMENTS

Sincere appreciation for assistance is extended to the Division of Vocational Education, the Region IV staff, The University of South Florida, and the curriculum development coordinator for the Bureau of Vocational Research, Dissemination, and Evaluation.

Special gratitude is expressed to the entire staff of Ridge Vocational-Technical Center and the members of the General Advisory and Program Advisory Committees for making valuable contributions to the content and review of this product.

Grateful acknowledgment is given to the Polk County Teacher Education Center and its director, James W. Miles.

Special thanks is expressed to the entire staff of 916 Area Vocational-Technical Institute, White Bear Lake, Minnesota, and Superintendent, William C. Knaak for their information, services, and continual support.

Gratitude is extended to the personnel of Polk Vocational-Technical Center and its director, William J. Hoffses, for help in the planning and inauguration of Ridge Vocational-Technical Center.

Acknowledgment is made to the Staff Development Project Advisory Committee, formed in 1976, which included members from the business and industrial sectors, Polk County School Board staff, University of South Florida, Department of Education, Division of Vocational Education, Florida State University, Polk Vocational-Technical Center, Pinellas and Dade County Teacher Training Projects, Polk County Teacher Education Center, and University of West Florida.

©State of Florida, Department of State, 1980

Authorization for reproduction is hereby granted to the State System of Public Education as defined in 228.041(1), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.

LEARNING AT RIDGE VOCATIONAL-TECHNICAL CENTER

The material in this publication has been compiled by the demonstration site staff:

Robert E. Andreyka, Project Director
University of South Florida

Sonia Parmer, Assistant Director-Curriculum
Ridge Vocational-Technical Center

William E. Blank, Project Consultant
University of South Florida

Lisa Beverly, Curriculum Specialist
Ridge Vocational-Technical Center

Wilma McCarty, Curriculum Specialist
Ridge Vocational-Technical Center

Larry Lloyd, Instructional Resource Specialist
Ridge Vocational-Technical Center

Ann Walsh, Instructional Media Specialist
Ridge Vocational-Technical Center

Cheryl Johnson, Typist
Ridge Vocational-Technical Center

CONTENTS

To the Student 5
The Ridge Philosophy 7
Know Your Handbook! 7
Statement of Nondiscrimination 7
Sex Equity 7
A Competency-Based System of Learning 8
  Benefits to You! 8
  What's Required of You? 8
  The Instructor's Role 8
  How the CBVE System Works 9
  Tasks and Duties 9
  Using the Learning Guides 10
  Time Cards 19
  How You Are Graded at Ridge 20
  Here's How It Works 21
  A Case History 21
  Employability Skills 24
Vocational Program Credits for High School Students 27
Awards 27
Certificates 27
Attendance and Punctuality 27
Entries, Transfers, and Withdrawals 28
Visitors 29
Transportation 29
Exit Procedure from the Campus Parking Lot 30
Safety 30
Other Regulations 31
Services Available to You at Ridge 32
Admissions 33
Daytime Program Offerings 33
Adult Evening Program Offerings 36

TO THE STUDENT

Congratulations. You are about to participate in an innovative concept of education which is serving as a pioneer model for vocational schools in the State of Florida. Ridge Vocational-Technical Center is a demonstration site for competency-based vocational education (CBVE), a system which offers you numerous advantages over the traditional vocational schools.

The State of Florida feels strongly that CBVE is the wave of the future. That is why the Division of Vocational Education is funding the Ridge project. Educators and administrators will be watching Ridge to see how a successfully operating competency-based program works. As a participating student you will be able to reap the benefits of this new system, and also make suggestions—the outcome of your trial-run experience and observations.

Good luck to you in proving the effectiveness of CBVE and in the pursuit of your own personal vocational goals at Ridge.

Sincerely,

Joe D Mills

Joe D. Mills, *Director*
Division of Vocational Education

THE RIDGE PHILOSOPHY

Our basic philosophy at Ridge is that students will be better prepared to enter the job world the closer their training resembles on-the-job situations. There are no ivory towers on the Ridge campus! The goal of instructors here is to aid students in acquiring the skills, knowledge, and attitudes needed to gain entry into and advance in an occupation. To that end, each training program is based on the performance of valid job tasks, the study of technical knowledge which actually applies to the chosen occupation, and the cultivation of healthy job-related attitudes and values. Students are provided with effective learning experiences designed to help them attain the relevant job competencies.

Every effort is made at Ridge to assist students in reaching an informed decision about entering the career training program best suited to their individual needs and aptitudes. Students are encouraged to choose their programs after exploring in depth their potential choices and discovering their own strengths and weaknesses, aptitudes and interests. Guidance is also available to help students succeed in their chosen program, transfer to another program, or secure employment when leaving Ridge.

It is the Ridge philosophy to accept students at whatever level of competency they have achieved upon entering the program. Some students may desire training for entry-level jobs, while others require higher-level training to maintain or advance in their jobs. At Ridge we make it possible for each student to meet both short- and long-range employment goals. We can tailor instruction to the wide variety of student needs by our policy of open entry, open exit, and self-paced, individualized instruction. Students enter and exit Ridge when personal and employment considerations dictate. They progress through learning experiences at their own rate, and focus on attaining the competencies necessary to meet their personal career goals.

The Ridge philosophy, when put into practice, means that each program resembles as closely as possible the job setting for which training is being offered. Equipment, tools, supplies, and environment match those on the job. Each program is run by instructors who are not only skilled workers in their trade or business, but who are well trained in the professional skills of teaching their business or trade to others. Our instructors exhibit pride in their profession and enthusiasm in teaching it to you!

KNOW YOUR HANDBOOK!

This handbook will help you understand what is expected of you at Ridge. It is important that you study it and keep it handy for quick reference. As you have noticed, our approach to learning at Ridge is different from that taken by other institutions. There are many details which you simply must get under your belt in order to avoid making frustrating mistakes and wasting your time. Once you have learned the new system, the rest is easy. This book contains clear explanations of all the procedures, so read it carefully and hang on to it.

STATEMENT OF NON-DISCRIMINATION

Ridge is an equal-opportunity educational institution. This means that our services and facilities are available to all eligible persons sixteen years of age and older regardless of sex, race, color, creed, or handicap.

SEX EQUITY

The entire educational system in the U.S. is now required by law to eliminate sex stereotyping in the curriculum. At Ridge we are sensitive to this issue and go even a step further. We strongly encourage students to undertake vocational training in nontraditional areas if that is the type of work they enjoy and for which they are suited. As sex stereotyping in formerly closed occupations loses its grip, members of both sexes will enjoy a much wider range of careers to choose from. With the rapid changes in the job market, the labor force, and the family structure, flexible skills *and* roles are increasingly important.

A COMPETENCY-BASED SYSTEM OF LEARNING

At Ridge we are using a system of learning called *competency-based vocational education*!

What does competency-based education mean?

A competency-based vocational program is centered around the individual strengths, needs, and learning styles of the student. It is a very personalized system that has the following characteristics:

- ongoing programs
- open entry and open exit
- variable learning time
- credit granted for work completed
- evaluation (grades) based on performance
- fixed content

Classes are offered according to student demand, and may go on continuously all year. The classroom vacancy that occurs when a student exits from the program may be filled immediately by another student waiting to begin. Students do not have to start classes only in September or January.

The time it takes to complete a program varies. If you know the material and can pass a pretest, you may proceed to new material in the program. Thus you can learn according to your preferred learning style and move forward at your individual pace. The performance test or evaluation is always based on predetermined and stated standards of performance.

BENEFITS TO YOU!

A competency-based vocational training program has several very important benefits for you:

- You know from the start exactly what skills and knowledge you must attain to complete the program successfully. (You will be given a list of these.)
- You know in advance how well you must perform on all written tests and all performance tests to attain the required knowledge and skills.
- You can see exactly how you will be evaluated.
- Your progress or performance is not compared to that of other students. It is compared to a fixed *standard*.
- If you have already attained certain skills required in your program, you may simply demonstrate that you have attained them and begin focusing your attention on skills you have not yet attained.
- You are able (without penalty) to go back over learning materials several times if you need to in order to attain the skill or knowledge.
- You can spend as much time (within reason) on a skill as you need to in order to attain it.
- If you are able to attain the skills easily, you may speed up your progress through the program.
- You complete the program when you have attained all the required skills; your exit is not restricted to any date. This makes your timing for landing a particular job more within your control.
- You may participate in the Industrial Co-operative Education (ICE) program, which allows you to earn credit for outside employment in an area related to your training program at Ridge.

WHAT'S REQUIRED OF YOU?

For this system to work, you will be expected to:

- Assume the responsibility for learning. Your instructor will give you assistance, but the actual responsibility for learning rests with you, *the student*!
- Utilize the materials provided for you. Learning guides and other aids have been carefully developed to help you learn.
- Devote your energy to attaining the skills and knowledge required for your particular program.

THE INSTRUCTOR'S ROLE

Instructor's at Ridge are referred to as *learning managers* of our competency-based vocational education (CBVE) system. They work with students individually and guide them through the learning process with the aid of many different resources. If you are having difficulty, you should go to your instructor with your problem. The instructor's goal is to find the most effective way to help you learn the tasks in the vocational program you selected.

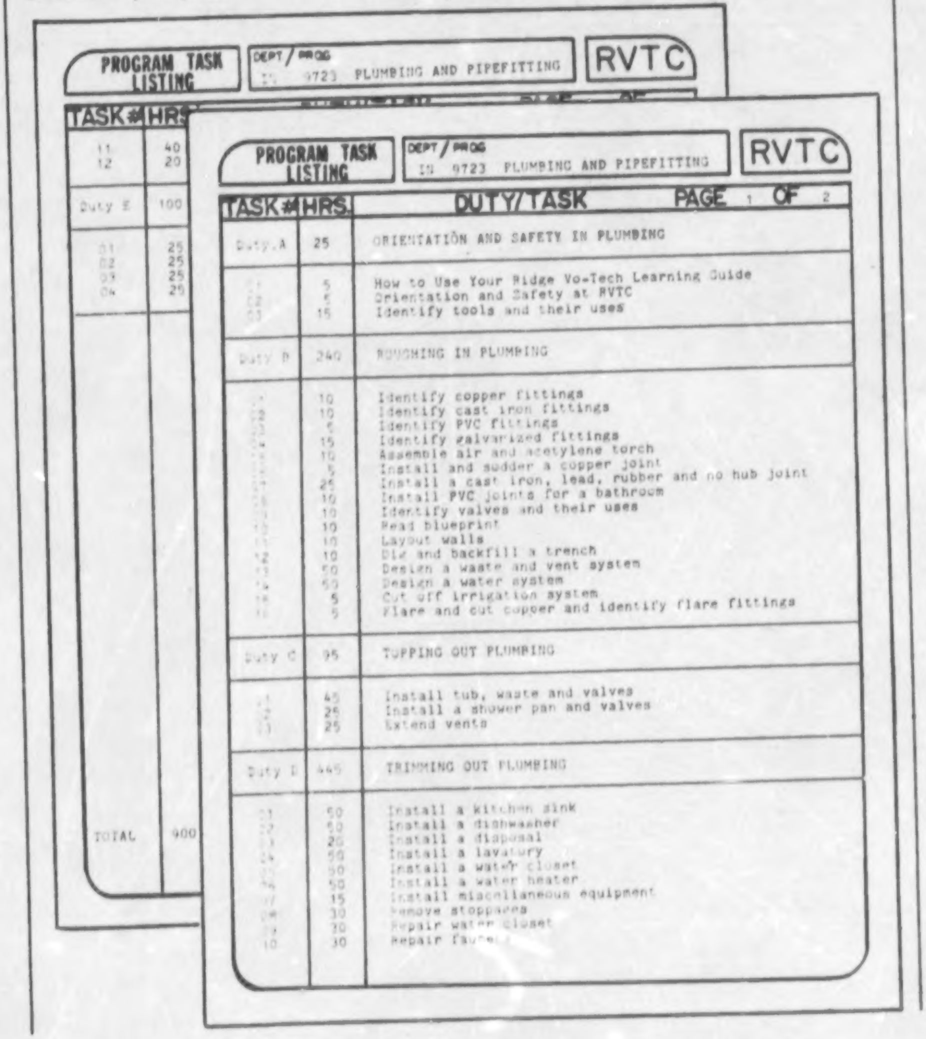
HOW THE CBVE SYSTEM WORKS

A system of standardized procedures has been developed which allows CBVE to operate like a well-oiled machine. Become familiar with the terminology and forms that are used in the system so that you will understand how to plug into CBVE yourself!

TASKS AND DUTIES

The skills and knowledge you are expected to attain in your program at Ridge are called *tasks*. Some tasks are actual skills like "tune-up an engine" or "type a letter from dictation." Others are units of knowledge such as "identify fasteners" or "solve problems, using Ohm's Law."

Your instructor, with the help of several others in the field, has put together a list of tasks that are considered to be essential for a worker to be able to perform on an entry-level job in that particular occupation. This list of tasks is called a *program task listing*. A program task listing has been prepared that spells out clearly and precisely the tasks for each program offered at Ridge. An example of a program task listing appears below.



PROGRAM TASK LISTING | DEPT/PROG IN 9723 PLUMBING AND PIPEFITTING | **RVTC**

TASK#	HRS
11	40
12	20
Duty E	100
01	25
02	25
03	25
04	25
TOTAL	900

PROGRAM TASK LISTING | DEPT/PROG IN 9723 PLUMBING AND PIPEFITTING | **RVTC**

PAGE 1 OF 2

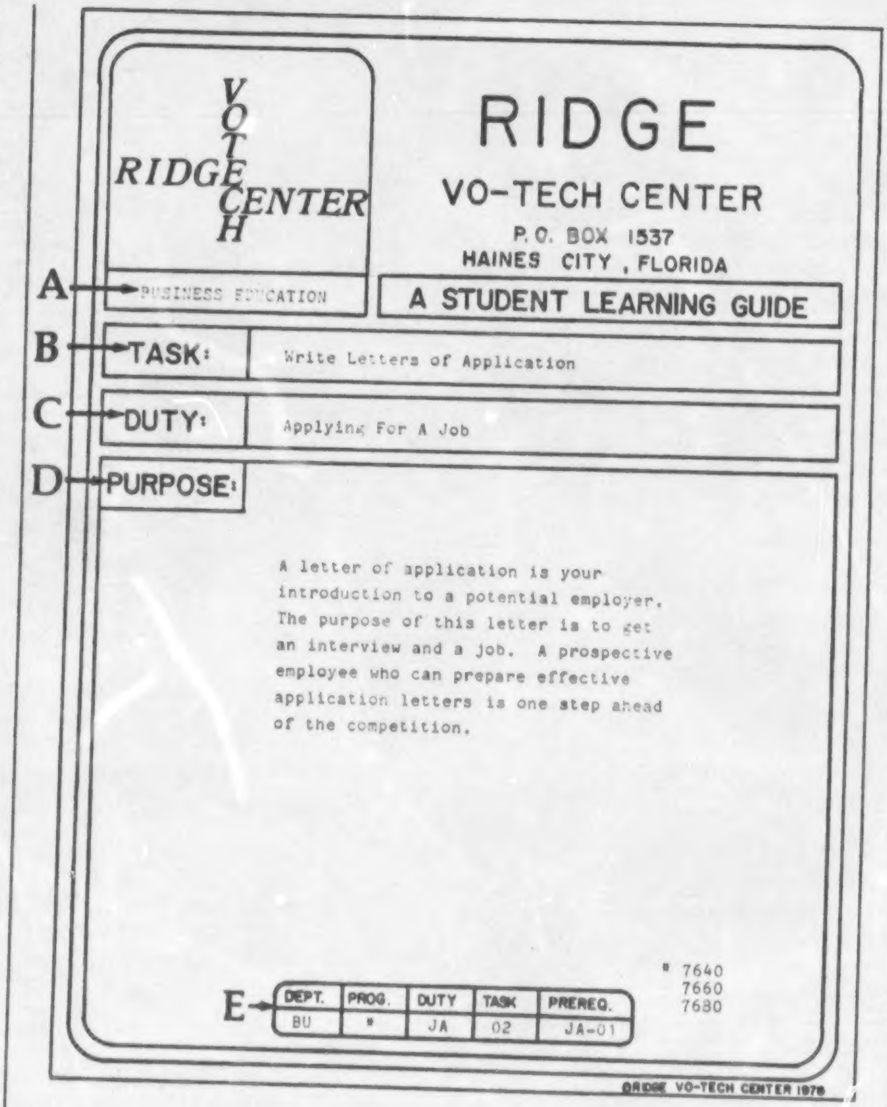
TASK#	HRS.	DUTY/TASK
Duty A	25	ORIENTATION AND SAFETY IN PLUMBING
[illegible]	5	How to Use Your Ridge Vo-Tech Learning Guide
02	5	Orientation and Safety at RVTC
03	15	Identify tools and their uses
Duty B	240	ROUGHING IN PLUMBING
[illegible]	10	Identify copper fittings
[illegible]	10	Identify cast iron fittings
[illegible]	5	Identify PVC fittings
[illegible]	15	Identify galvanized fittings
[illegible]	10	Assemble air and acetylene torch
[illegible]	5	Install and sudder a copper joint
[illegible]	25	Install a cast iron, lead, rubber and no hub joint
[illegible]	10	Install PVC joints for a bathroom
[illegible]	10	Identify valves and their uses
[illegible]	10	Read blueprint
[illegible]	10	Layout walls
12	10	Dig and backfill a trench
[illegible]	50	Design a waste and vent system
[illegible]	50	Design a water system
[illegible]	5	Cut off irrigation system
[illegible]	5	Flare and cut copper and identify flare fittings
Duty C	95	TOPPING OUT PLUMBING
[illegible]	45	Install tub, waste and valves
[illegible]	25	Install a shower pan and valves
[illegible]	25	Extend vents
Duty D	445	TRIMMING OUT PLUMBING
[illegible]	50	Install a kitchen sink
[illegible]	50	Install a dishwasher
[illegible]	20	Install a disposal
[illegible]	50	Install a lavatory
[illegible]	50	Install a water closet
[illegible]	50	Install a water heater
[illegible]	15	Install miscellaneous equipment
[illegible]	30	Remove stoppages
[illegible]	30	Repair water closet
10	30	Repair faucets

Notice that the program task listing is broken down into major units called *duties*. Each duty has a letter A-Z to identify it and each task has a number 01-99 to identify it within the duty. Also notice that beside each task on the program task listing is a number under the *hours* heading. This number indicates the average number of hours (also referred to as *standard hours*) it takes a student to attain the task. You may take more or less time if you wish. Standard hours are *not* clock hours of attendance, but rather are meant to give you a ball-park estimate of how much time you might expect to spend learning a particular task. Standard hours have a second function in the CBVE system. After you have attained competency in a task and have passed the performance test, the standard hours assigned to the task are awarded to you as *points*. See the section of this handbook on grading for a more detailed explanation.

USING THE LEARNING GUIDES

Learning guides are instructional packets that guide each student individually through the learning process to attain the tasks. With students entering the program at different times, traditional teaching methods would be inefficient and impractical. The learning guide is an alternative to the teacher lecturing the class. It allows the students to work on different tasks and frees the instructor to move around the room and give attention where it is needed.

There is a separate learning guide for each task on the task listing for your program. If there are 75 tasks in your program, there will be 75 learning guides. It is important that you carefully read all information and instructions in the learning guides and use them as intended. Of course, if you have any difficulty, you should ask your instructor for assistance. The instructor is willing to help each student as



RIDGE VOTECH CENTER

RIDGE

VO-TECH CENTER

P.O. BOX 1537
HAINES CITY, FLORIDA

A → BUSINESS EDUCATION

A STUDENT LEARNING GUIDE

B → **TASK:** Write Letters of Application

C → **DUTY:** Applying For A Job

D → **PURPOSE:**

A letter of application is your introduction to a potential employer. The purpose of this letter is to get an interview and a job. A prospective employee who can prepare effective application letters is one step ahead of the competition.

E →

DEPT.	PROG.	DUTY	TASK	PREREQ.
BU	*	JA	02	JA-01

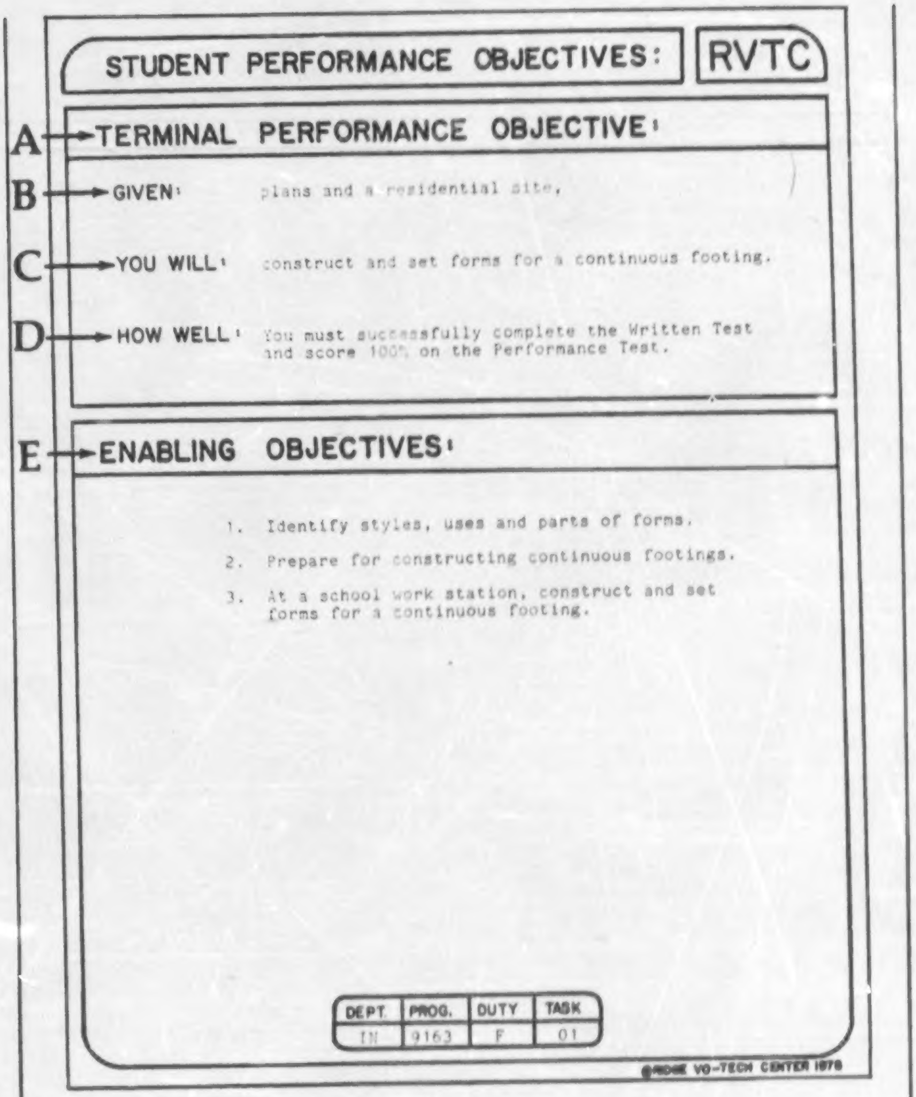
* 7640
7660
7680

©RIDGE VO-TECH CENTER 1978

needed. Let's walk through a typical learning guide and find out how to use it.

Each learning guide has a cover page like the sample above that contains the following items:

A. *the name of the program*
B. *the task*—a statement of exactly what you will be able to do or know when you complete the learning guide
C. *the duty*—the broad unit in which this task is found
D. *the purpose*—a statement of why it is important to attain the task
E. *identifying information* such as department, program, duty, task, and prerequisite. The *prerequisite* in the box on the far right tells you that you must have already attained the task identified there before proceeding to attain the one in the present learning guide



STUDENT PERFORMANCE OBJECTIVES: RVTC

A → TERMINAL PERFORMANCE OBJECTIVE:

B → GIVEN: plans and a residential site,

C → YOU WILL: construct and set forms for a continuous footing.

D → HOW WELL: You must successfully complete the Written Test and score 100% on the Performance Test.

E → ENABLING OBJECTIVES:

1. Identify styles, uses and parts of forms.
2. Prepare for constructing continuous footings.
3. At a school work station, construct and set forms for a continuous footing.

DEPT.	PROG.	DUTY	TASK
IN	9163	F	01

©RIDGE VO-TECH CENTER 1978

The student performance objective page, similar to the sample you see above, contains the following information:

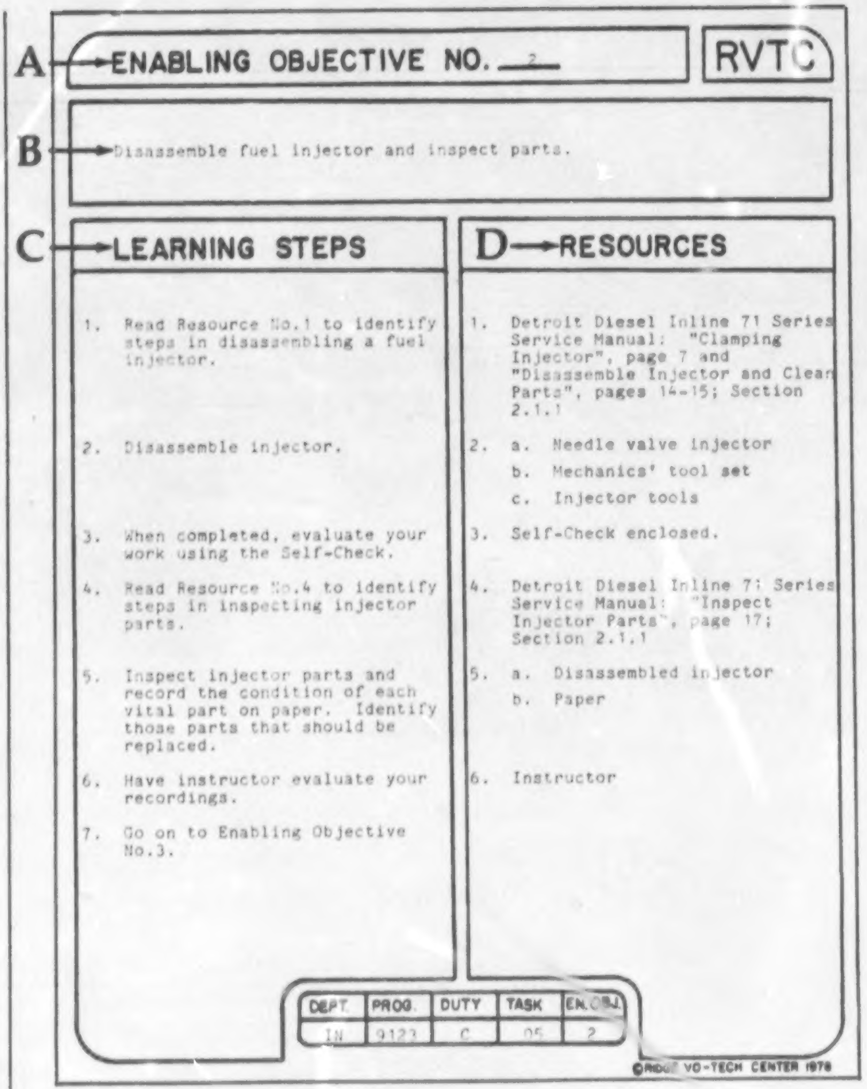
A. *the terminal performance objective (TPO)*—the broad heading that encompasses the three items beneath it and states in detail what will be expected of you at the end of the learning guide

B. *the given*—a statement of what will be provided when you take the written or performance test

C. *the you will*—a statement of what will be required to attain the task

D. *the how well*—a statement of the degree of performance excellency required to attain the task

E. *the enabling objectives (EO's)*—the steps to be taken in attaining the task



ENABLING OBJECTIVE NO. 2

RVTC

Disassemble fuel injector and inspect parts.

LEARNING STEPS

1. Read Resource No.1 to identify steps in disassembling a fuel injector.
2. Disassemble injector.
3. When completed, evaluate your work using the Self-Check.
4. Read Resource No.4 to identify steps in inspecting injector parts.
5. Inspect injector parts and record the condition of each vital part on paper. Identify those parts that should be replaced.
6. Have instructor evaluate your recordings.
7. Go on to Enabling Objective No.3.

RESOURCES

1. Detroit Diesel Inline 71 Series Service Manual: "Clamping Injector", page 7 and "Disassemble Injector and Clean Parts", pages 14-15; Section 2.1.1
2. a. Needle valve injector
   b. Mechanics' tool set
   c. Injector tools
3. Self-Check enclosed.
4. Detroit Diesel Inline 71 Series Service Manual: "Inspect Injector Parts", page 17; Section 2.1.1
5. a. Disassembled injector
   b. Paper
6. Instructor

DEPT.	PROG.	DUTY	TASK	EN.OBJ.
IN	9123	C	05	2

©ROGUE VO-TECH CENTER 1978

The enabling objectives are the heart of the learning guide. They provide detailed steps of what to do and when to do it.

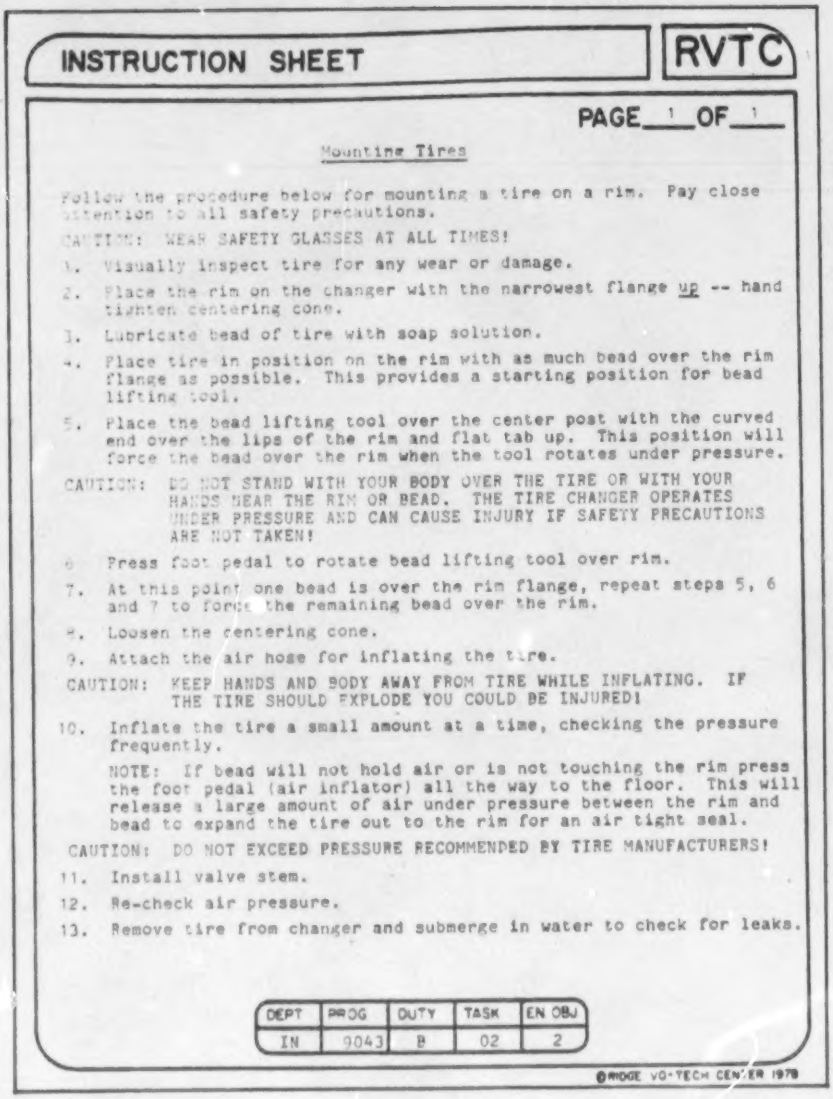
There is an enabling objective page for each EO listed on the student performance objective page. The EO page resembles the sample above, and contains the following information:

A. the number of the EO being learned

B. a restatement of the EO as it appeared in the student performance objective

C. the learning steps—they tell you *what to do*

D. the resources—they tell you *what items you will need* to complete the steps



INSTRUCTION SHEET **RVTC**

PAGE 1 OF 1

Mounting Tires

Follow the procedure below for mounting a tire on a rim. Pay close attention to all safety precautions.

CAUTION: WEAR SAFETY GLASSES AT ALL TIMES!

1. Visually inspect tire for any wear or damage.
2. Place the rim on the changer with the narrowest flange up -- hand tighten centering cone.
3. Lubricate bead of tire with soap solution.
4. Place tire in position on the rim with as much bead over the rim flange as possible. This provides a starting position for bead lifting tool.
5. Place the bead lifting tool over the center post with the curved end over the lips of the rim and flat tab up. This position will force the bead over the rim when the tool rotates under pressure.

CAUTION: DO NOT STAND WITH YOUR BODY OVER THE TIRE OR WITH YOUR HANDS NEAR THE RIM OR BEAD. THE TIRE CHANGER OPERATES UNDER PRESSURE AND CAN CAUSE INJURY IF SAFETY PRECAUTIONS ARE NOT TAKEN!

6. Press foot pedal to rotate bead lifting tool over rim.
7. At this point one bead is over the rim flange, repeat steps 5, 6 and 7 to force the remaining bead over the rim.
8. Loosen the centering cone.
9. Attach the air hose for inflating the tire.

CAUTION: KEEP HANDS AND BODY AWAY FROM TIRE WHILE INFLATING. IF THE TIRE SHOULD EXPLODE YOU COULD BE INJURED!

10. Inflate the tire a small amount at a time, checking the pressure frequently.

    NOTE: If bead will not hold air or is not touching the rim press the foot pedal (air inflator) all the way to the floor. This will release a large amount of air under pressure between the rim and bead to expand the tire out to the rim for an air tight seal.

CAUTION: DO NOT EXCEED PRESSURE RECOMMENDED BY TIRE MANUFACTURERS!

11. Install valve stem.
12. Re-check air pressure.
13. Remove tire from changer and submerge in water to check for leaks.

DEPT	PROG	DUTY	TASK	EN OBJ
IN	9043	B	02	2

©RIDGE VO-TECH CENTER 1978

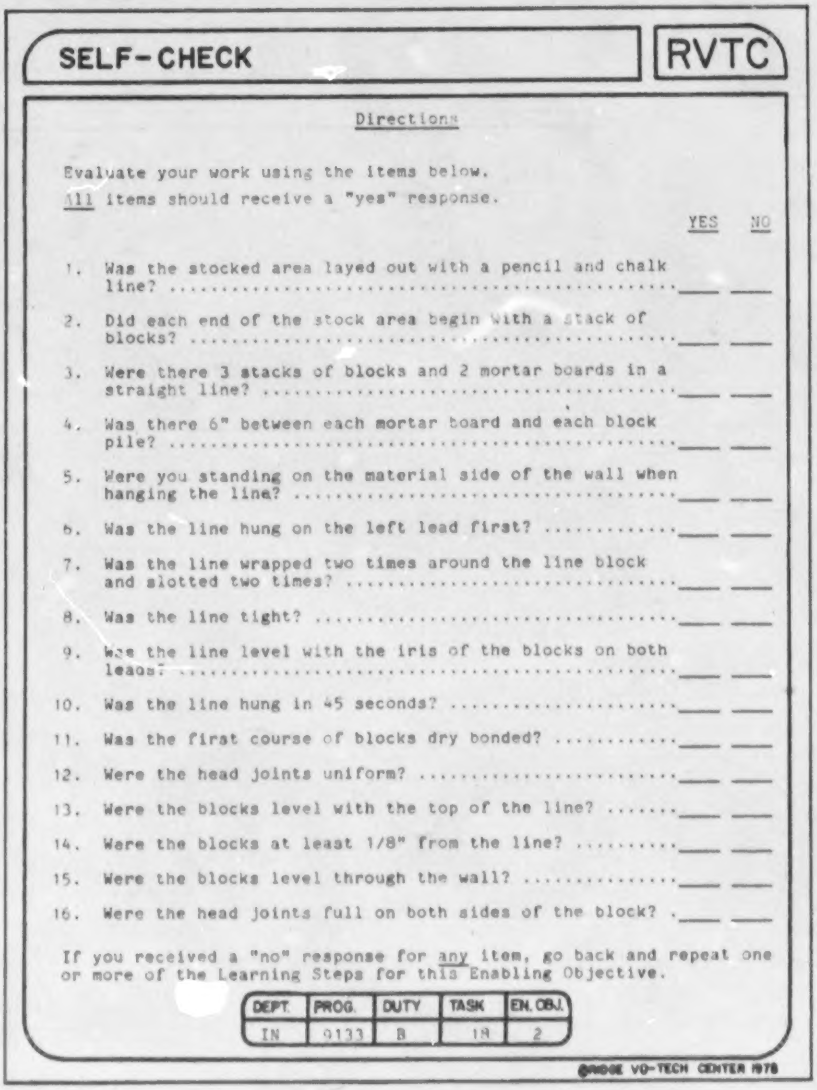
Some learning guides will have instruction sheets.

The procedure in using the EO page is to follow each learning step in sequence. The first several learning steps will tell you to read or view particular resources identified to the right of the step (see #2 on the sample EO page).

Other learning steps will ask you to practice or apply the knowledge or skill (see #3 on the sample).

Another learning step will identify the type of feedback used in evaluating the skill or knowledge called for in the EO. Often this is a self-check (see #4 on the sample).

Some learning guides will have instruction sheets on the order of the above sample. Instruction sheets may provide information, out-



SELF-CHECK

RVTC

Directions

Evaluate your work using the items below.
All items should receive a "yes" response.

YES NO

1. Was the stocked area layed out with a pencil and chalk line? ____ ____
2. Did each end of the stock area begin with a stack of blocks? ____ ____
3. Were there 3 stacks of blocks and 2 mortar boards in a straight line? ____ ____
4. Was there 6" between each mortar board and each block pile? ____ ____
5. Were you standing on the material side of the wall when hanging the line? ____ ____
6. Was the line hung on the left lead first? ____ ____
7. Was the line wrapped two times around the line block and slotted two times? ____ ____
8. Was the line tight? ____ ____
9. Was the line level with the iris of the blocks on both leads? ____ ____
10. Was the line hung in 45 seconds? ____ ____
11. Was the first course of blocks dry bonded? ____ ____
12. Were the head joints uniform? ____ ____
13. Were the blocks level with the top of the line? ____ ____
14. Were the blocks at least 1/8" from the line? ____ ____
15. Were the blocks level through the wall? ____ ____
16. Were the head joints full on both sides of the block? ____ ____

If you received a "no" response for any item, go back and repeat one or more of the Learning Steps for this Enabling Objective.

DEPT.	PROG.	DUTY	TASK	EN. OBJ.
IN	9133	B	18	2

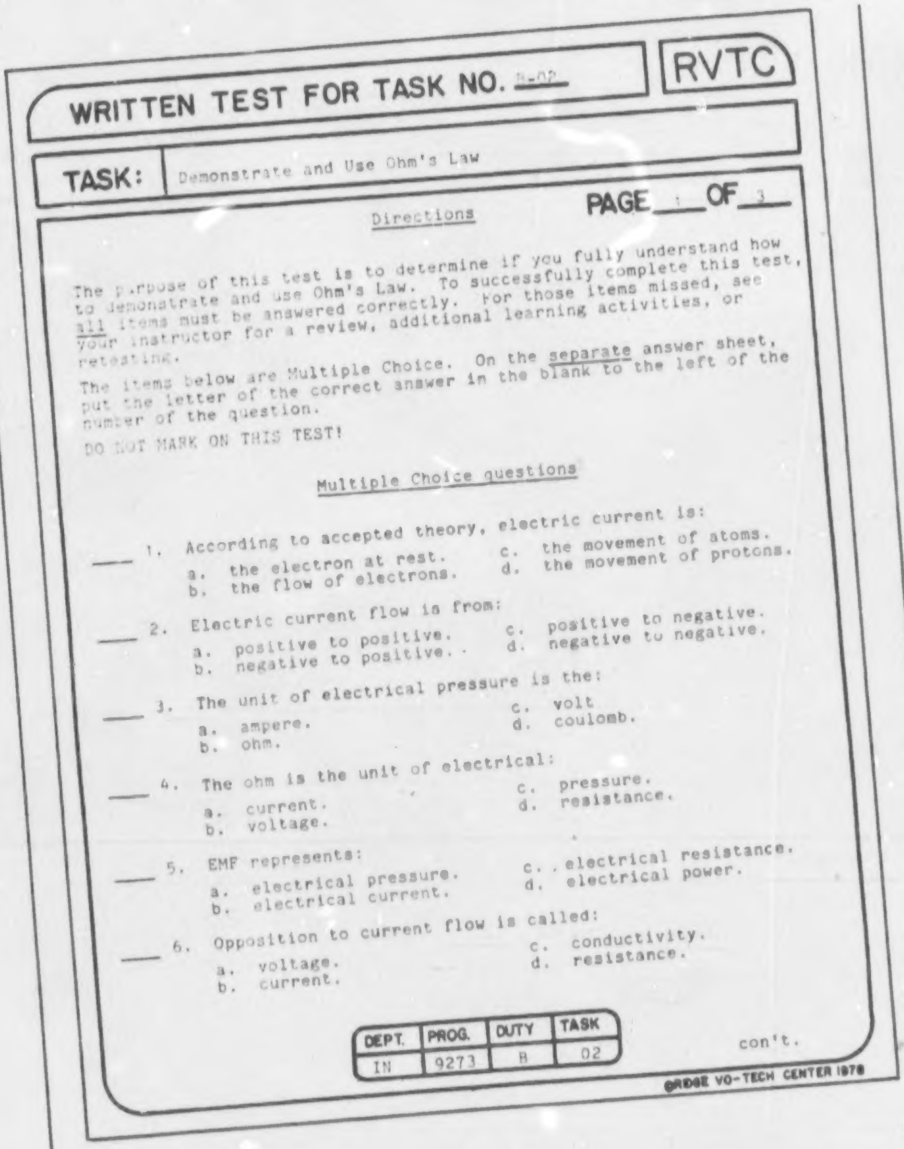
©RIDGE VO-TECH CENTER 1978

The self-check gives you immediate feedback on how well your learning is progressing.

line a procedure, or guide you through an activity. The instructor will sometimes write an instruction sheet to provide the student with readily accessible information. The instruction sheet will follow the EO page on which it is called for as a resource.

The self-check lets you keep tabs on how well you are absorbing the material as you go along. You complete the self-check yourself for your own information. No grade is recorded. The self-check is simply an aid to help you attain the EO.

Some self-checks will ask questions about knowledge relating to the EO, and others will



WRITTEN TEST FOR TASK NO. B-02 **RVTC**

TASK: Demonstrate and Use Ohm's Law

PAGE 1 **OF** 3

Directions

The purpose of this test is to determine if you fully understand how to demonstrate and use Ohm's Law. To successfully complete this test, all items must be answered correctly. For those items missed, see your instructor for a review, additional learning activities, or retesting.

The items below are Multiple Choice. On the separate answer sheet, put the letter of the correct answer in the blank to the left of the number of the question.

DO NOT MARK ON THIS TEST!

Multiple Choice questions

___ 1. According to accepted theory, electric current is:
- a. the electron at rest.
- b. the flow of electrons.
- c. the movement of atoms.
- d. the movement of protons.

___ 2. Electric current flow is from:
- a. positive to positive.
- b. negative to positive.
- c. positive to negative.
- d. negative to negative.

___ 3. The unit of electrical pressure is the:
- a. ampere.
- b. ohm.
- c. volt
- d. coulomb.

___ 4. The ohm is the unit of electrical:
- a. current.
- b. voltage.
- c. pressure.
- d. resistance.

___ 5. EMF represents:
- a. electrical pressure.
- b. electrical current.
- c. electrical resistance.
- d. electrical power.

___ 6. Opposition to current flow is called:
- a. voltage.
- b. current.
- c. conductivity.
- d. resistance.

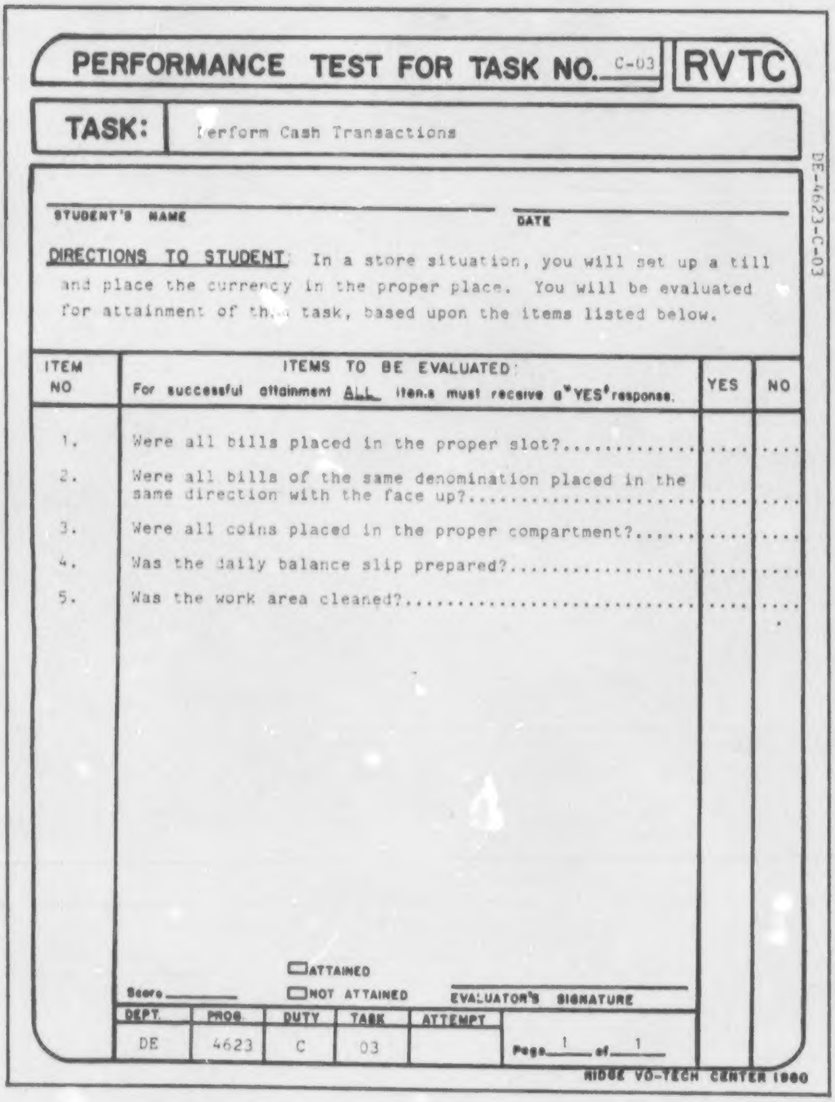
DEPT.	PROG.	DUTY	TASK
IN	9273	B	02

con't.

©RIDGE VO-TECH CENTER 1978

give you feedback on how you should have performed a skill. Remember to check yourself fairly. By looking ahead at the answer key or by skipping items, you may hurt your chances of completing the written or performance tests successfully. *Do not write on the self-checks!*

The written test similar to the above sample will give you an opportunity to demonstrate what you have learned. Written tests are not included in the learning guides, and not all learning guides will require a written test. You should tell your instructor that you are ready to take the written test when instructed to do so by a learning step on the EO page. The instructor will give you the test and an answer sheet. Always mark your answers on the answer sheet, *not on the test!* The instructor will immediately check your answers with an



PERFORMANCE TEST FOR TASK NO. C-03 **RVTC**

TASK: Perform Cash Transactions

DE-4623-C-03

STUDENT'S NAME ______________________ DATE ____________

DIRECTIONS TO STUDENT: In a store situation, you will set up a till and place the currency in the proper place. You will be evaluated for attainment of this task, based upon the items listed below.

ITEM NO	ITEMS TO BE EVALUATED: For successful attainment ALL items must receive a "YES" response.	YES	NO
1.	Were all bills placed in the proper slot?....................	....	....
2.	Were all bills of the same denomination placed in the same direction with the face up?....................	....	....
3.	Were all coins placed in the proper compartment?....................	....	....
4.	Was the daily balance slip prepared?....................	....	....
5.	Was the work area cleaned?....................	....	....

Score ________

☐ ATTAINED

☐ NOT ATTAINED

EVALUATOR'S SIGNATURE ______________________

DEPT.	PROG.	DUTY	TASK	ATTEMPT	
DE	4623	C	03		Page 1 of 1

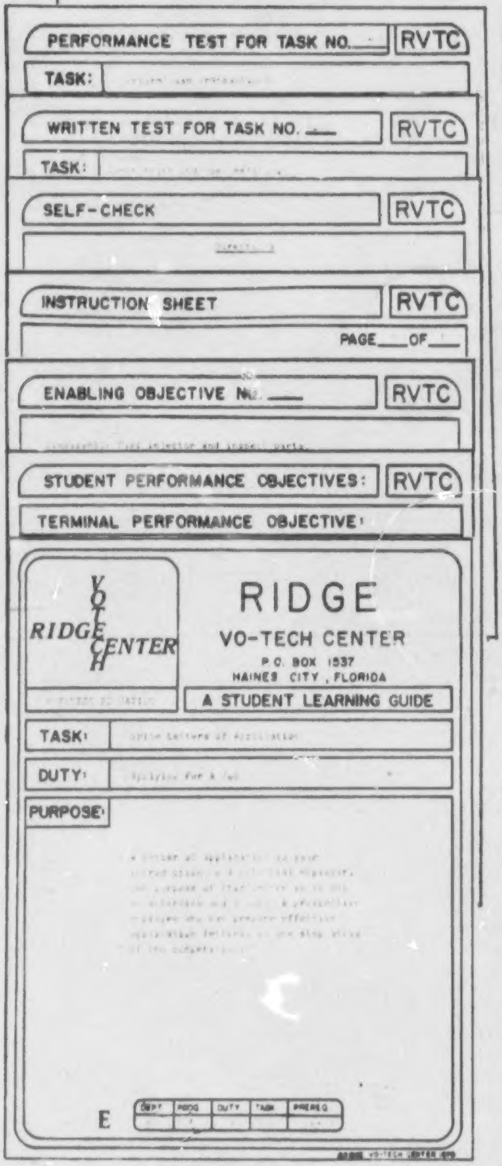
RIDGE VO-TECH CENTER 1980

answer key. If you successfully complete the written test, you may then take the performance test. If you do poorly on the written test, you will be asked to go back through certain portions of the learning guide.

The performance test is always the last page of the learning guide. It may identify checkpoints of evaluation in the performance of a skill, or it may list desirable characteristics of a finished product. You will be required to perform the task as explained in the directions to the student. Remember, you will not be able to look at the learning guide or any other resources as you perform the task. You must be able to perform the skill as it should be performed on the job. In some cases you may be required to perform the task more than once for successful attainment.

Students at Ridge should check with their individual instructors concerning the procedure for checking out and returning the learning guides. As each instructor has arranged the classroom to best accommodate students in that particular program, the procedure for checking out and returning the guides will vary.

A QUICK REVIEW OF THE LEARNING GUIDE


PERFORMANCE TEST FOR TASK NO.
RVTC
TASK:
WRITTEN TEST FOR TASK NO.
RVTC
TASK:
SELF-CHECK
RVTC
INSTRUCTION SHEET
RVTC
PAGE___OF___
ENABLING OBJECTIVE No.
RVTC
STUDENT PERFORMANCE OBJECTIVES:
RVTC
TERMINAL PERFORMANCE OBJECTIVE:
VO-TECH
RIDGE CENTER
RIDGE
VO-TECH CENTER
P.O. BOX 1537
HAINES CITY, FLORIDA
A STUDENT LEARNING GUIDE
TASK:
DUTY:
PURPOSE:
E
DEPT
PROG
DUTY
TASK
PREREQ

PERFORMANCE TEST
Evaluates your ability to perform the task

WRITTEN TEST
Evaluates your understanding of key points

SELF-CHECK
Gives immediate feedback on how you're doing

INSTRUCTION SHEET
Provides added instruction on some skill or topic related to the task

ENABLING OBJECTIVE PAGE
Lists steps and resources needed to complete each task

STUDENT PERFORMANCE OBJECTIVE PAGE
Lists the terminal performance objective and the enabling objectives

COVER PAGE
Lists the duty, task, and purpose

TIME CARDS

In a competency-based instructional program, the methods of evaluating progress will be a little different from the methods used in a traditional class. One of those differences is the use of a student time card.

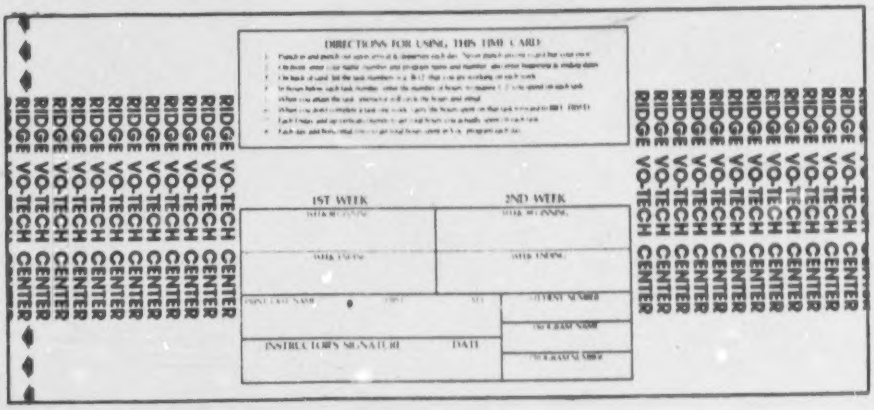
As you arrive and leave each day, you will be punching in and out on a time card similar to one used in industry and business. At Ridge, as in industry and business, you are expected to *produce* to justify the compensation you receive. Students at Ridge must *produce* by attaining skills. Under the Ridge grading system, you will be accountable for the time you spend and the number of tasks you attain while in the program.

Now let's take a look at the student time card! As you read through the following procedures, refer to the sample time card below. These instructions apply to the front side of the card.

1. *Print* your name, last name first.
2. Enter your student ID number (social security number).
3. Enter the program number (your instructor will tell you what it is).
4. Enter the program name.
5. Enter the beginning and ending dates for the two-week period during which the card will be used. (Normally you will be issued a new time card every other Friday afternoon.)
6. Punch in upon arrival and punch out when leaving the campus each day.
7. If you fail to punch your card, notify your instructor, who will supply the correct information and sign the time card.
8. **Never punch anyone's card but your own!**

On the reverse side of the time card, you will keep a record of the time you actually spend on each task or assignment each day. *Use a pencil on this side of the time card!* Carefully follow the example shown on the next page.

1. List the number of each task you begin working on at the top of the card in the boxes to the right of TASKS (A).
2. Record the time (rounded off to the nearest half hour) that you *actually* spent on each task during the specified day of the week (B).
3. When you complete a task, ask your instructor to circle and initial the box that shows the last hours in which the task was completed (C) *and also* the corresponding TASK TOTALS box (D) that shows the total time you actually spent in the attainment of that task (the sum of all hours recorded in the column under the task entry). Attainment of *all* items on the performance test for each task is necessary before the instructor will circle and certify completion of a task.
4. For the second-week period, bring forward any hours already spent on each task not yet attained during the previous week (E). Enter these hours for each task in the horizontal column labeled BRT. FRWD.
5. Record TASK TOTALS at the bottom of the card, regardless of whether the task was completed (F). This is the total number of hours actually spent on each task up to the end of the given week.
6. Record in the DAILY TOTALS column for each day of the week the total number of hours you spent in the program each day, less any time for break and lunch (G). Remember to round off to the nearest half hour.



DIRECTIONS FOR USING THIS TIME CARD

RIDGE VO-TECH CENTER

1ST WEEK

2ND WEEK

INSTRUCTOR'S SIGNATURE

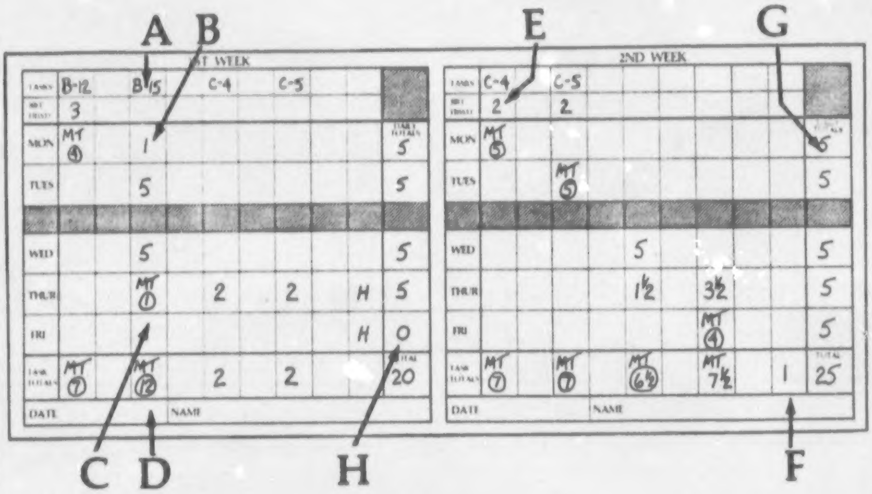
DATE

7. For any days you are absent from school, enter a zero in the DAILY TOTALS column (H).

8. *Use a pen to sign your name!* Your instructor will collect your signed time card at the end of each two-week period.

New time cards will be issued to you every other Friday. Before the old card is collected, you must be careful to transfer to the new card all identifying information and bring forward any task/hours for which you will continue to seek credit.

You are responsible for recording the correct information on your card. If you have any questions, please see your instructor *before* writing on the card. Accurate records are required in all occupations. You will gain experience in record keeping as you use your time cards and complete your student performance agreement form that is another important part of our competency-based grading system.



1ST WEEK

TASKS	B-12		B15		C-4		C-5		
[illegible]	3								
MON	MT ④		1						DAILY TOTALS 5
TUES			5						5
WED			5						5
THUR			MT ①		2		2		H 5
FRI								H	0
TASK TOTALS	MT ⑦		MT ⑫		2		2		TOTAL 20
DATE			NAME						

2ND WEEK

TASKS	C-4		C-5						
[illegible]	2		2						
MON	MT ⑤								DAILY TOTALS 5
TUES			MT ⑤						5
WED					5				5
THUR					1½		3½		5
FRI							MT ④		5
TASK TOTALS	MT ⑦		MT ⑦		MT (6½)		MT 7½	1	TOTAL 25
DATE			NAME						

HOW YOU ARE GRADED AT RIDGE

One of the major differences between a competency-based program and a traditional program is how students earn their grades. A competency-based grading system is being used at Ridge that utilizes the following ideas:

- You should know at the beginning exactly how you will be evaluated and graded.
- You should not compete with other students for grades; you should compete with a set standard.
- Your grade should be based on your attainment of tasks needed on the job.
- You should receive credit toward a grade for successfully completing tasks, not for just attending school.

You will receive credit as you attain competency in each task listed on the program task listing. You are either competent or you need to repeat part of the learning activities to attain competency. Grades are based on the number of tasks you attain during the grading period rather than on each task.

Competency-based programs do not normally issue letter grades. However, agencies that sponsor students sometimes ask to see letter grades and school districts require them for high school students. Therefore, at Ridge we have worked out a grading system that satisfies both our competency-based preferences and these other considerations.

At the end of the grading period, grades are computed differently for adults and high school students. Adults may elect to receive a letter grade (A, B, C, D, F) or an S/U (satisfactory/unsatisfactory) grade. High school students require credits for graduation: therefore, the grading system is adjusted for the number of credits needed and a letter grade is given. The Guidance Office will discuss the grading procedure with each high school student.

HERE'S HOW IT WORKS...

Each task in your program is worth a set number of standard hours of credit toward a grade. For example, a particular task may be worth 12 standard hours of credit. When you successfully complete the task, you get 12 hours of credit toward your grade—*no matter how many or how few hours it actually took you to attain the task.* Remember this point! It's basic to understanding the grading system.

If you are a full-time day student, you receive instruction 5 hours a day, 5 days a week for a 6-week grading period, or 150 hours (5 × 5 × 6 = 150). In this case you will be held responsible for accomplishing 150 hours' worth of learning.

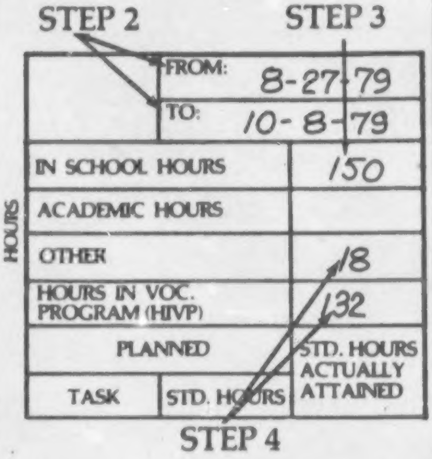
If you are a part-time student in the vocational shop because you are out for one or more academic classes or attend the Individualized Manpower Training System (IMTS) program, you will be receiving instruction for less than 150 hours, let's say 130. In such a case, you would be held responsible for accomplishing 130 hours' worth of learning.

A CASE HISTORY or... How Tom Clark, a Typical Ridge Student, Got His Grades

Tom is a full-time adult student enrolled at Ridge in Automotive Mechanics. He is also attending IMTS to improve his math skills. Here are the steps Tom took in planning his program. You will see how he ultimately obtained his grades.

STEP 1 Tom and his instructor sat down at the beginning of the grading period to plan together the tasks that Tom would agree to attain during the grading period. The instructor gave Tom a *student performance agreement form*—the official form that students at Ridge are required to fill out each grading period for the purpose of planning their work and figuring their grades. (See the sample student performance agreement form on the next page.)

STEP 2 The dates covered by this grading period were entered in the FROM and TO spaces of the form.



	FROM:	8-27-79
	TO:	10-8-79
IN SCHOOL HOURS		150
ACADEMIC HOURS		
OTHER		18
HOURS IN VOC. PROGRAM (HIVP)		132
PLANNED		STD. HOURS ACTUALLY ATTAINED
TASK	STD. HOURS	

STEP 3 The total number of hours that Tom would be attending was entered in the IN SCHOOL HOURS space.

STEP 4 The number of hours Tom would be away from his vocational program was entered in the OTHER space. This number was subtracted from IN SCHOOL HOURS to obtain the number of HOURS IN VOC. PROGRAM (HIVP). Tom planned to be in IMTS 18 hours during this grading period, so 150-18=132. From this calculation—the HIVP—we learn that Tom would be held responsible for 132 hours worth of learning during the first grading period.

STEP 5 Since he would be responsible for 132 hours of learning, Tom and his instructor agreed on a list of tasks Tom would attain that had a total of at least 132 standard hours.

a. They selected the task numbers and standard hours directly from the program task listings and entered them on the student performance agreement form. (See the example to the right.)

b. The standard hours for these tasks were totaled, and were seen to exceed the HIVP minimum required. Had they been less, more tasks would have needed to be added.

c. Tom initialed the form to show that he was aware of what was expected of him during this grading period.

RIDGE VOCATIONAL-TECHNICAL CENTER STUDENT PERFORMANCE AGREEMENT FORM

Name ____________ Student No. ____________ Program ____________ Prog. No. ____________ Entry Date ____________ Exit Date ____________

HOURS

PERFORMANCE AGREEMENT

	FROM	
	TO	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC PROGRAM (HVP)		
PLANNED		STD HOURS ACTUALLY ATTAINED
TASK	STD HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP SKILLS	
ABSENCES	TARDIES	

	FROM	
	TO	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC PROGRAM (HVP)		
PLANNED		STD HOURS ACTUALLY ATTAINED
TASK	STD HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP SKILLS	
ABSENCES	TARDIES	

	FROM	
	TO	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC PROGRAM (HVP)		
PLANNED		STD HOURS ACTUALLY ATTAINED
TASK	STD HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP SKILLS	
ABSENCES	TARDIES	

	FROM	
	TO	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC PROGRAM (HVP)		
PLANNED		STD HOURS ACTUALLY ATTAINED
TASK	STD HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP SKILLS	
ABSENCES	TARDIES	

	FROM	
	TO	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC PROGRAM (HVP)		
PLANNED		STD HOURS ACTUALLY ATTAINED
TASK	STD HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP SKILLS	
ABSENCES	TARDIES	

	FROM	
	TO	
IN SCHOOL HOURS		
ACADEMIC HOURS		
OTHER		
HOURS IN VOC PROGRAM (HVP)		
PLANNED		STD HOURS ACTUALLY ATTAINED
TASK	STD HOURS	
TOTALS		
STUDENT INITIALS		
%	GRADE	
%	EMP SKILLS	
ABSENCES	TARDIES	

STEP 5

PERFORMANCE AGREEMENT

PLANNED		STD. HOURS ACTUALLY ATTAINED
TASK	STD. HOURS	
A-01	10	
A-02	5	
A-03	20	
B-01	20	
B-02	16	
B-04	10	
B-05	5	
C-01	12	
C-03	15	
C-10	10	
D-3	10	
BRAKES	6	
b TOTALS	139	
c STUDENT INITIALS	TC	

a

Tom and his instructor could have added or removed tasks from this list at any time during the grading period if they wanted to. Notice that work assignments not on the program task listing (like brake job) can be planned. Just remember you must agree to as many standard hours of work as you plan to be spending in the vocational program (HIVP)!

STEP 6 As the weeks progressed and Tom successfully attained task A-01 by completing the written test and the performance test, his instructor initialed and dated the space on the performance agreement to the right of task A-01. Each time Tom successfully attained a task, his instructor initialed and dated the appropriate space.

STEP 6

PLANNED		STD. HOURS ACTUALLY ATTAINED
TASK	STD. HOURS	
A-01	10	9/2 MT
A-02	5	9/3 MT
A-03	20	9/15 MT
B-01	20	9/17 MT
B-02	16	9/21 MT
B-04	10	9/27 MT
B-05	5	10/1 MT
C-01	12	10/5 MT
C-04	15	⑤ MT
C-10	10	
D-03	10	
BRAKES	6	9/26 MT
TOTALS	139	
STUDENT INITIALS	TC	

If you feel that you can pass the performance test on any of the program tasks based on your previous experience, ask the instructor to give you the test. If you demonstrate competency, you will receive the standard hours assigned to that task without having to go through all the learning activities. If you do not demonstrate competency, you will be expected to go through the learning guides as usual.

STEP 7 At the end of the grading period, Tom and his instructor sat down to figure Tom's grade. They added up the total standard hours for those tasks attained. The instructor included 5 hours for C-03 during the grading period for a total of 109 hours.

Notice that Tom actually attained tasks A-01, 02, 03, B-01, 02, 04, 05, C-01, and did a brake job. Also notice that Tom completed a substantial part of task C-03 and got 5 hours credit toward his grade. Tom did not complete tasks C-10 and D-03.

STEP 7

PLANNED		STD. HOURS ACTUALLY ATTAINED
TASK	STD. HOURS	
A-01	10	9/2 MT
A-02	5	9/3 MT
A-03	20	9/15 MT
B-01	20	9/17 MT
B-02	16	9/21 MT
B-04	10	9/27 MT
B-05	5	10/1 MT
C-01	12	10/5 MT
C-03	15	⑤ MT
C-10	10	
D-03	10	
BRAKES	6	9/26 MT
TOTALS	139	109
STUDENT INITIALS	T.C.	
%	GRADE	

These hours were the standard hours assigned to each task taken from the program task listing, and not the time spent in attaining them that Tom recorded on his time card.

STEP 8 Tom and his instructor converted the standard hours that Tom actually attained into a percentage and finally into a letter grade. The percentage reflects the proportion of hours attained (109) to the hours in the vocational program (132). To obtain the percentage, they divided the ACTUAL TASKS ATTAINED by the HIVP:

```
          .825 or 83 %
132 | 109.000
      105 6
      -----
        3 40
        2 64
      -----
         760
```

To obtain the letter grade, they simply consulted the Polk County grading scale:

Polk County Grading Scale

A	(93–100%)	Superior
B	(85–92%)	Above Average
C	(73–84%)	Average
D	(65–72%)	Below Average
F	(0–64%)	Failure

Tom saw that his 83% was equal to a C grade, or an S.

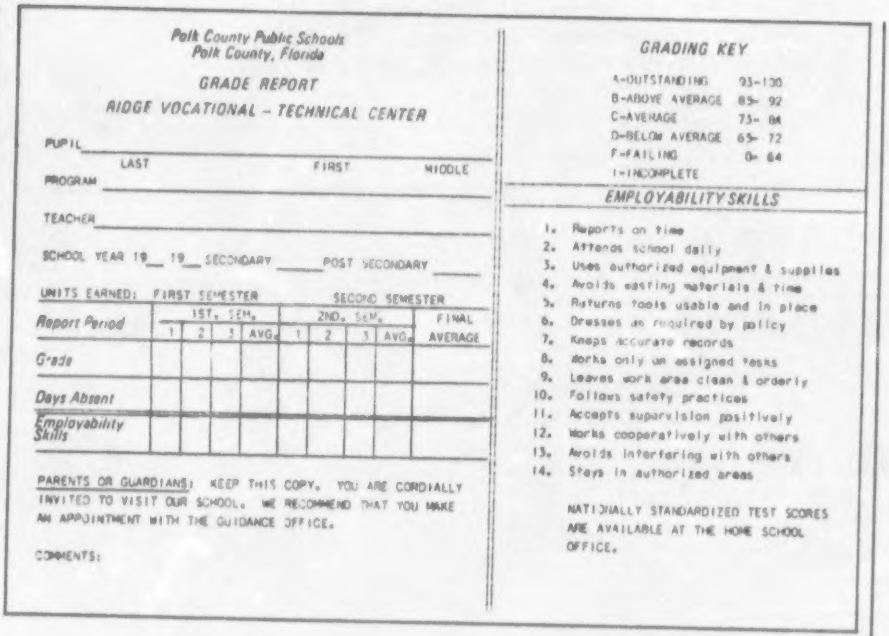
The top grade attainable is 100%, but additional tasks beyond the 100% completed during the grading period will be applied toward early exit from the program. These extra hours cannot be used in the computation of the next grading period. Adults who complete all tasks in the program are able to exit early, ready to enter the job market. High school students who are still attached to their home high school until graduation may exit early from their vocational class through the Industrial Cooperative Education (ICE) program, provided they have completed all their academic requirements.

EMPLOYABILITY SKILLS

You are graded at Ridge not only on your attainment of tasks, but also on your performance of the employability skills listed below. The instructors and advisory committee members agree that these 14 items are an important aspect of a vocational student's preparation. The lack of these skills is often the reason why workers lose their jobs.

1. Reports on time.
2. Attends school daily.
3. Uses authorized equipment and supplies.
4. Avoids wasting materials and time.
5. Returns tools usable and in place.
6. Dresses as required by policy.
7. Keeps accurate records.
8. Works only on assigned tasks.
9. Leaves work area clean and orderly.
10. Follows safety practices.
11. Accepts supervision in a positive manner.
12. Works cooperatively with others.
13. Avoids interfering with others.
14. Stays in authorized areas.

Each grading period students will start with 100 points and will be marked down as they commit violations of the skills on the list. Instructors will keep a reporting sheet on each



Polk County Public Schools
Polk County, Florida

GRADE REPORT

RIDGE VOCATIONAL – TECHNICAL CENTER

PUPIL ____
LAST FIRST MIDDLE

PROGRAM ____

TEACHER ____

SCHOOL YEAR 19__ 19__ SECONDARY _____ POST SECONDARY _____

UNITS EARNED: FIRST SEMESTER SECOND SEMESTER

Report Period	1ST. SEM.				2ND. SEM.				FINAL AVERAGE
	1	2	3	AVG.	1	2	3	AVG.	
Grade									
Days Absent									
Employability Skills									

PARENTS OR GUARDIANS: KEEP THIS COPY. YOU ARE CORDIALLY INVITED TO VISIT OUR SCHOOL. WE RECOMMEND THAT YOU MAKE AN APPOINTMENT WITH THE GUIDANCE OFFICE.

COMMENTS:

GRADING KEY

A-OUTSTANDING	93-100
B-ABOVE AVERAGE	85- 92
C-AVERAGE	73- 84
D-BELOW AVERAGE	65- 72
F-FAILING	0- 64
I-INCOMPLETE	

EMPLOYABILITY SKILLS

1. Reports on time
2. Attends school daily
3. Uses authorized equipment & supplies
4. Avoids wasting materials & time
5. Returns tools usable and in place
6. Dresses as required by policy
7. Keeps accurate records
8. Works only on assigned tasks
9. Leaves work area clean & orderly
10. Follows safety practices
11. Accepts supervision positively
12. Works cooperatively with others
13. Avoids interfering with others
14. Stays in authorized areas

NATIONALLY STANDARDIZED TEST SCORES ARE AVAILABLE AT THE HOME SCHOOL OFFICE.

student's employability skills. The grade will be the number of remaining points after all the points have been deducted for undesirable behavior. Ridge has individualized learning materials on employability and complementary skills available to the student.

VOCATIONAL PROGRAM CREDITS FOR HIGH SCHOOL STUDENTS

A high school student who has attained competency in the 900-standard-hour vocational program at Ridge will receive 6 credits. However, if only a portion of the total program has been completed, credits will be determined in the following manner:

150-224 standard hours = 1 credit
225-374 standard hours = 2 credits
375-524 standard hours = 3 credits
525-674 standard hours = 4 credits
675-824 standard hours = 5 credits
825-900 standard hours = 6 credits

Some high school students are studying one academic subject at Ridge in addition to their vocational program. It is possible for them to achieve competency in all 900 standard hours of their vocational program for a maximum of 6 credits and also earn a credit in the academic subject during the school year.

Seniors at Ridge will return to their home high school to participate in regular high school graduation programs.

Credit Deficiencies. VERY IMPORTANT. All high school students, and particularly seniors, should understand that it is their responsibility to complete any academic subjects required by their high school for graduation, even if those subjects are not offered at Ridge. Every effort will be made by the Guidance Office to inform students of possible deficiencies, but Ridge cannot be responsible for seeing to it that these deficiencies are made up by the student. Deficiencies may be made up in summer school or adult evening courses.

Adult Credits. Any student working toward an adult high school diploma in one of the evening adult programs in Polk County may apply elective credits earned at Ridge toward such a diploma.

AWARDS

Student Awards. Ridge will hold awards ceremonies at appropriate times to honor students completing their programs and to recognize outstanding student achievements.

Attendance Awards. The Polk County School Board awards Perfect Attendance Certificates and Exemplary Attendance Certificates to students who merit them. Students with excessive tardies will not be considered for these awards.

CERTIFICATES

After completing your program, participating in an exit interview at the Guidance Office, and satisfying all your financial obligations at Ridge, you will be eligible to receive a certificate suitable for framing. The certificate will show your program's task listing and indicate those tasks attained by you. The certificate will also show your employability skills record. A copy of the certificate will be kept in your file in the Guidance Office.

ATTENDANCE AND PUNCTUALITY

In order to get the most out of your program at Ridge, *you've got to be there! And on time too!* This is not an invitation, but a requirement. You are held accountable for regular, punctual class attendance, as well as for the constructive use of your class time during each school day. Potential employers will question the Guidance Office not only about your performance in the task program, but also about your absences and tardies. Excessive absences and tardies will be handled as discipline problems.

Excused Absences. Ridge observes the Polk County Code of Conduct in determining which absences will be excused and which will not. According to the Code, the following absences will be excused by the school system:

- student illness
- death in the family
- medical or dental appointments
- trips with parents
- placement in the juvenile detention center
- compulsory appearance in court
- school-sponsored activities
- military duty in the National Guard or Reserves, and mandatory trips to the Veterans' Administration

Illness. In cases of emergency, such as personal illness, a student may be dismissed during school hours. Before leaving, the student must punch out on the time clock and check out with the Guidance Office on the official check-out form.

Before high school students may be dismissed for reasons of illness or other emergency, their parents must be notified by the Guidance Office. Accurate records are kept by the Guidance Office of all such departures from the campus.

Medical and Dental Appointments. Students are urged to make every effort to arrange appointments of this type outside of school hours. In cases where this is not possible, students will be excused, provided they present bona fide evidence of such appointments. High school students must also present excuses signed by their parents, and their parents may be contacted by telephone.

Excessive Absences. After a student has accumulated ten absences during the school year, the only acceptable excused absence will be for medical reasons and must be accompanied by a note from the doctor. Students should be aware that excessive absences not only minimize progress in their training, but may seriously jeopardize their status as a student at Ridge.

Returning After an Absence. All students (adult and high school) returning to Ridge following any absence must report to the Guidance Office. The Guidance Office will determine if the absence is excused or unexcused. Students will be given an admittance form indicating *excused* or *unexcused* to take to their instructor.

High school students are required to bring in written excuses for all absences except those which are prearranged school-related excursions.

Closed Campus. Ridge operates under a closed-campus policy. Except in cases of the emergencies outlined earlier, students will not be excused from their classes or shops to go to the parking lot. If this regulation is enforced and vehicles are kept securely locked, theft from cars and vandalism in the parking lots will be reduced to an absolute minimum. Students are expected to park their cars before 8:25 a.m. and not return to them or leave the campus before 2:30 p.m. each day. This policy is in line with the real world of work in which employees report, work their shift, and leave the company grounds after they punch out for the day!

No instructor has the authority to allow any student, either high school or adult, to leave school *even one minute early*! Dismissal time is 2:30 p.m. and must be strictly adhered to by all students unless an official excuse for early dismissal has been issued by the Guidance Office.

Tardies. A warning bell rings at 8:25 a.m. All students not in their classrooms or shops at 8:30 a.m. are considered tardy. The only exceptions will be bus students and students arriving late from the Guidance Office with admittance forms.

Tardies will be handled in the following manner:

1. The first time a student is tardy during a grading period, the instructor will talk to the student privately and stress the importance of being punctual to work or class.
2. After the second tardy, the student will be given an appointment to see a guidance counselor.
3. After the third tardy, the student will be referred to the administrator in charge of discipline for counseling.

- *Tardy veterans and CETA students must check in with the Guidance Office (for financial aid and payroll purposes).*

ENTRIES, TRANSFERS, AND WITHDRAWALS

Entries. No student is to attend class at

Ridge without first making the necessary arrangements with the Guidance Office.

Transfers. No student is to transfer from one shop or class to another without first securing the written approval of the Guidance Office.

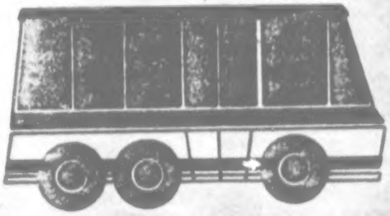
Withdrawals. Any student desiring to withdraw from Ridge is required to observe the following procedure:

1. Have an official exit interview at the Guidance Office.
2. Sign the official school withdrawal form.
3. Satisfy all financial obligations to Ridge, which includes paying outstanding fees and returning checked-out books and equipment.

VISITORS

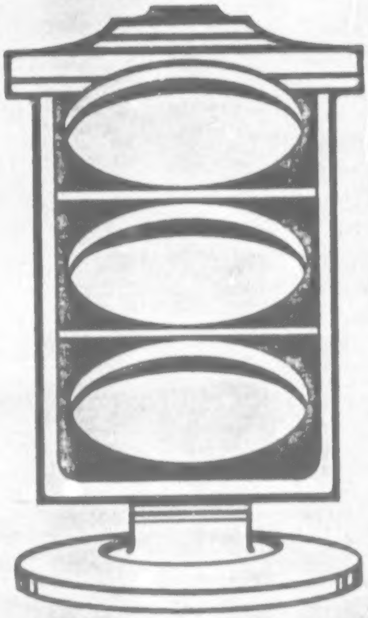
All visitors to Ridge must sign in at the switchboard as soon as they arrive on campus. Visitors will be escorted by authorized personnel to the area in which they have permission to visit. Many shops are using equipment that could be a safety hazard if visitors are not properly supervised and cautioned.

TRANSPORTATION



Bus Students. If you are one of those fortunate students who enjoy free transportation to Ridge, you are expected to observe the following regulations—or lose your bus privilege!

1. Follow the instructions of the bus driver.
2. Occupy the seat assigned to you and stay seated while the bus is in motion. Do not stand up until the bus has come to a complete stop.
3. Hold all talking to a normal conversational level.
4. Warn the driver of approaching danger if necessary.
5. Leave the bus only with the consent of the driver.



6. Observe precautions in crossing the road after leaving the bus.
7. Obey instructors on duty in the bus loading zones.
8. Report to the Assistant Director's Office if you are told to do so by the bus driver.

Students Left by Buses. Every effort is made at the high schools and at Ridge to see that buses do not leave early and consequently cause students to miss them. By the same token, students should conform to the bus schedule and arrive in time to catch the bus.

Ridge does *not* consider missing a bus to be an excusable reason for absence from school. Neither can Ridge be responsible for the return transportation of students who miss their afternoon buses.

Multi-Stop Buses. Students who are transported to and from Ridge by buses that make stops at other county schools en route are required to stay off the campuses of those schools unless they have official business to transact. During these stops, students should either stay on their bus, wait in the bus loading area, or leave immediately if the stop is their exit point.

Students Who Drive to Ridge. If you drive to Ridge, you are required to observe the following regulations. Driving to Ridge is a privilege, not a right. *Violation of these regulations will result in the suspension or loss of* *driving privileges!*

1. Observe all speed limits, both on and off campus. Campus speed limits are clearly posted:
   15 MPH throughout the campus
   10 MPH on the Exit Road
   All speed limits are enforced!
2. No reckless driving or hot rodding.
3. Do not arrive on campus before 8 a.m.
4. Go directly to your shop, class area, or the Student Service Center after arrival.
5. Close your car windows, lock your doors, and secure your valuables in the trunk. *Ridge is not responsible for theft from or damage to any vehicle parked in the campus lot.*
6. Obtain a parking decal and affix it to your left rear bumper. Consecutively numbered Ridge parking decals are issued to all personnel and students driving to the campus. There is no charge for the decals.
7. Park in designated parking spaces *only*, not in spaces reserved for visitors and staff, and not in driveways, islands, or on the grass.
8. Do not back into spaces.
9. Do not park in the service yards or on the shop aprons unless official arrangements have been made to have your vehicle worked on.
10. If you ride a motorcycle, park it with several other motorcycles in a space allotted for one car.
11. Do not drive to any other school in the county at any time before or after school or while school is in session unless you have specific school business to transact at your own high school.
12. Observe the exit procedure outlined below.

EXIT PROCEDURE FROM THE CAMPUS PARKING LOT

There will be a small group of staff members in the parking lot at dismissal time every afternoon. The purpose of this committee is to supervise and direct the exit of all vehicles, including school buses, from the parking lot. A detailed exit procedure will be provided to every student on the first day of school. You should completely familiarize yourself with the rules and cooperate fully with the members of the committee. Violations of exit procedure rules at dismissal time will result in suspension of driving privileges.

1. Observe the Exit Road* speed limit of 10 MPH. *This limit is strictly enforced.*
2. If you are leaving the lot via the right lane of the Exit Road, you *must* turn right; if leaving by the left lane, you must turn left.
3. Load and unload your passengers in the parking lots only, *not on any main drive.*
4. Be sure your vehicle has come to a complete stop before picking up or discharging passengers.
5. Stop to let school buses into the traffic pattern.
6. Obey immediately the requests of traffic supervisors.

*The Exit Road runs north and south along the east side of the parking lot.

SAFETY

The Shop Safety Agreement. At the beginning of your program at Ridge, you will be given a copy of the shop safety agreement. This document will be explained to you, and you will be asked to sign it and submit it to your instructor. High school students must also obtain their parents' signatures on this agreement.

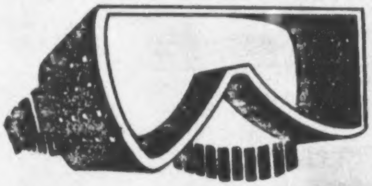
By signing, you indicate your willingness to comply with the requirements of the agreement. NO STUDENT MAY BEGIN WORK IN ANY SHOP OR LAB UNTIL A COPY OF THE SHOP SAFETY AGREEMENT, PROPERLY SIGNED AND DATED, HAS BEEN TURNED IN TO THE INSTRUCTOR.

Shop Safety Instruction Programs. Instructors in all Ridge shops and labs will present a complete unit in shop safety to all students enrolled in that shop or lab. This unit will include not only safety requirements in general, but also those specific safety regulations which apply to the individual shop or lab.

Shop Safety Tests. At the close of the shop safety instruction mentioned above, you will be given a test by the instructor covering the material included in the unit. NO STUDENT MAY BEGIN WORK IN THE SHOP OR LAB BEFORE PERFORMING THE SAFETY TEST TO THE SATISFACTION OF THE INSTRUCTOR.

Enforcement of Safety Regulations. Instructors are asked to firmly enforce safety regulations at all times and with all students. In the interest of your personal safety and the safety of your classmates, you are *not only asked, but also required* to obey all safety regulations at all times.

An instructor who sees a safety violation committed in the shop or lab will immediately call it to the attention of the offender. The offender will be expected to comply with the instructor's request and to make every effort not to repeat the violation. Students who commit repeated violations will be asked to withdraw from Ridge. This applies to all students and includes high school students, veterans, and other adult students.



Eye Safety. Eye safety considerations are important in the operation of an institution such as Ridge. With this in mind, the school has furnished every shop with eye protective equipment. For your own safety, you are required to use the proper eye protective equipment when performing such tasks as welding, cutting, chipping, grinding, drilling, turning, milling, etc. Remember, a pair of safety glasses in your shirt pocket will not keep that fragment of flying metal out of your eye!

Fire Safety. You will receive from your instructors necessary information regarding the safe handling and use of flammable liquids and gases. For your own protection and the protection of others, you are required to *follow these procedures to the letter!*

You should be on the lookout for bad electrical connections and short circuits, and report them to the instructor. *Do not try to make electrical repairs yourself.*

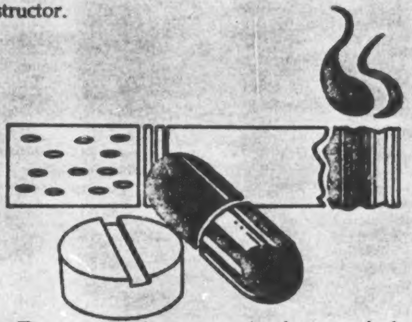
Polk County school law makes it mandatory that every public school in the county carry out at least one complete fire-drill evacuation during each month of school.

- Learn the fire-drill procedure for your shop.
- Learn to carry out any special fire-drill duty assigned to you by your instructor.
- Obey your instructor to the letter.
- Take part in every fire drill in an alert, serious manner.

The next fire alarm could be for real!

OTHER REGULATIONS

Smoking. Normal tobacco products are permitted at Ridge, but smoking is limited to the areas and times designated by the instructor.



Drugs. Students are under the control of the school while enrolled and participating in school activities. Any student found to be possessing, using, or handling substances that modify mood or behavior will be subject to suspension or expulsion by the director. Mood/behavior-modifying substances include alcoholic beverages as well as marijuana and mood-changing nonprescription drugs.

Student Dress and Grooming. You are required to wear clothing appropriate to the program in which you are training. As inappropriate clothing and appearance would be disruptive to the program, this policy will be enforced.

Some programs impose additional clothing requirements: leather safety shoes, long-sleeved shirts, or uniforms. Long hair that in the instructor's opinion creates a safety hazard must be confined or protected. The instructors will discuss their individual program dress code in detail. In general, all students are urged to dress and groom themselves in a manner that conforms to standards set by business and industry.

SERVICES AVAILABLE TO YOU AT RIDGE

Bookstore. The Ridge Bookstore is located in Building 1—next to the Student Service Center. The Bookstore stocks all textbooks and supplies required by the programs, plus a limited selection of regular school supplies.

Career Counseling. The counselors and staff at the Guidance Office are available to assist you with career counseling and program information. They handle registration, attendance records, grades, and student files. The counselors work with students who are being sponsored for classroom training by agencies such as CETA, the Veterans' Administration, and the Division of Vocational Rehabilitation.

Clinic. A nurse is in the clinic at Ridge every Wednesday afternoon. If you have a health problem, the nurse will be happy to provide assistance or will refer you, if necessary, to the proper medical service. If you would like to consult the nurse, come by the clinic and sign up or call the switchboard for an appointment. You will be paged in class when it is time for your appointment.

IMTS Center. The purpose of the Individualized Manpower Training System (IMTS) is to help students compensate for deficiencies in reading, language arts, or math skills. Students may have trouble in just one area of math, such as percentages, and would need to spend just a short while in IMTS to learn that skill. Other students with more general skill deficiencies may not be able to succeed in their vocational choices until they have worked in IMTS for several weeks. The goal of IMTS is to enable adult students (age 16 or older) to enter and succeed in vocational education through a program designed to remedy individual deficiencies.

Job Placement and ICE. Ridge offers job placement help to both high school and adult students. Through the Industrial Cooperative Education (ICE) program, high school students, when finished with their vocational training, can go to work on a full-time basis. This would enable a student who is a high school junior to remain a student of Ridge during the senior year and work full time. Credits toward high school graduation are earned for this work experience. The ICE coordinator works with business and industry to assist all students with any of their employment needs.

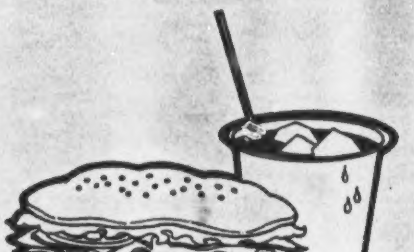
Library. The Ridge Library is located in Building 1 and is open from 8:00 a.m. to 3:00 p.m. Monday through Friday. Library services are available to all Ridge students and personnel. Booklists are published periodically by the Library and sent to every shop and class for posting. These lists contain the names of books recently received by the Library for lending. The Library also makes available a good assortment of periodicals, newspapers, pictures, prints, slides, and audiovisual materials and equipment.

Lockers. Convenient lockers are provided in all program areas so that you may secure your equipment and personal belongings. Your instructor will assign you a locker. Lockers are subject to inspection at any time by school personnel.

Student Organizations. To enrich your career program, you are encouraged to join whichever of the following organizations applies to your area, and fully participate in its activities:

DECA (Distributive Education Clubs of America)
FFA (Future Farmers of America)
Phi Beta Lambda (for adult Business Education students)
VICA (Vocational and Industrial Clubs of America)

Student Service Center (SSC). The SSC, located in Building 1, provides vending machines and hot meals for the convenience of students and staff during breaks and lunch time. Hours are from 8:00 a.m. to 3:00 p.m. Monday through Friday.



Work Evaluation. A Work Evaluation Center was established at Ridge to assist individuals in making vocational decisions by determining their assets and liabilities as they relate to vocational goals.

The Center does not make vocational decisions for its clients, but rather provides information and experiences that will enable the clients to make appropriate and realistic career decisions for themselves.

Individuals are referred to the Work Evaluation Center from a variety of sources. Currently the majority of clients are referred through the CETA program. Other referrals are from the Division of Vocational Rehabilitation, counselors at other schools, occupational specialists, and varied community agencies. Some clients hear about the services and walk in for help without a referral.

The two-week evaluation process begins with a general orientation followed by a series of paper-and-pencil tests that measure the client's achievement, intelligence, and interests. After holding an interview with the client, the counselor develops an individual work-evaluation plan based on the test data and interview information. This plan raises evaluation questions about the client that need answering and includes several work sample assignments designed to test the client's aptitudes.

The client completes the work sample tasks under the direction and observation of a work evaluator. The evaluator uses the vocational exploration materials to gain further information about the client's occupational interests.

At the completion of an evaluation program, the work-evaluation staff meets to discuss all the data relevant to each client. A report that includes viable vocational recommendations is then compiled and forwarded to interested agencies, or discussed with the client.

ADMISSIONS

Adults. Although program requirements may vary, you are generally eligible to be admitted to any program at Ridge provided you are 16 years of age or older and the program is not already filled. If the program is filled, you may request to be put on a waiting list and contacted as soon as an opening occurs. Adults pay a $5.00 nonrefundable application fee. Tuition is to be paid on a semester basis and varies in cost according to the program. The Guidance Office processes all applications and will answer your questions.

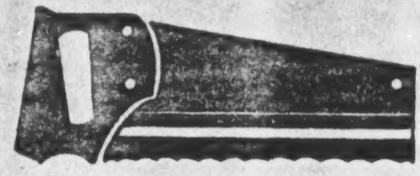
High School Students. Students at area high schools will be considered as applicants on an individual basis. Credits earned at Ridge will apply as electives toward high school graduation requirements. The admission fee and tuition are waived for high school students.

DAYTIME PROGRAM OFFERINGS

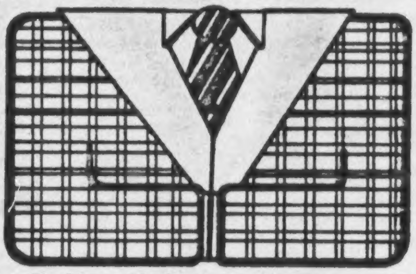
The following daytime programs are offered at this time. As the training needs increase in this area, additional programs will be made available.

Accounting Occupations: Instructional emphasis is placed on the principles of bookkeeping and accounting, banking procedures, training for payroll clerk, and office machines.

Automotive Mechanics: A program of training providing both theory and practical experience in all phases of automotive maintenance and repair. All systems of the automobile are covered in every detail on bench and demonstration models as well as on live automobiles. The ability to read technical manuals is stressed.

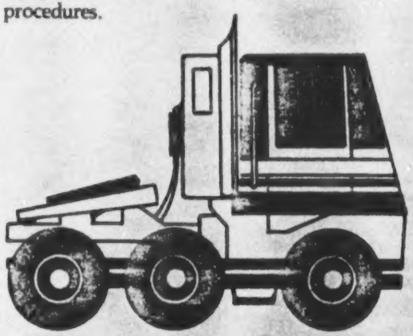


Carpentry: Detailed theoretical construction and day-by-day experience in such areas as the purpose and use of hand tools and portable machinery, concrete form construction, framing, sheathing, and installation.

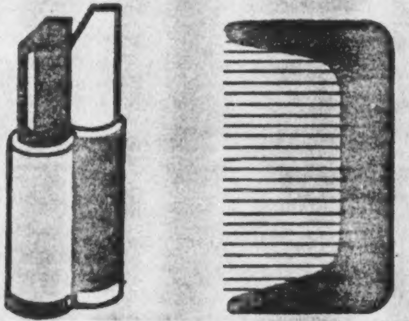


Clothing Production: Instruction will cover the selection of patterns and fabrics, preparation of fabrics, measurement, pattern alteration, the operation and care of domestic and commercial tools, and employment opportunities (including self-employment).

Commercial Cooking: Specialized instruction and practical experience in the preparation and cooking of a variety of foods. The course covers the use and care of equipment, food standards, and sanitation procedures.



Commercial Vehicle Driving: Students are trained to operate diesel-powered tractor-trailer units used in the commercial trucking industry. This is an 8-week program. To apply, a person must come to the Work Evaluation Center, take an ability test (score 70), and be placed on the waiting list.

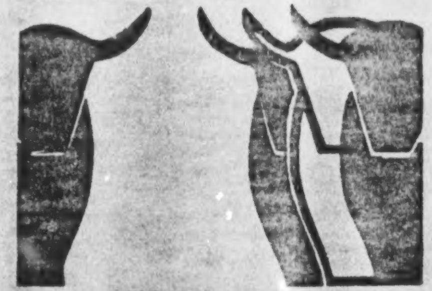


Cosmetology: Specialized classroom and practical experience concerned with a variety of beauty treatments, including the care and beautification of the hair, complexion, hands, and feet. Those who complete the program will be eligible to take the State Board Examination.

Food Distribution: Instruction will prepare the student for a position as a cashier, produce clerk, grocery clerk, meat clerk, or dairy clerk. Units of study will be cash register operation, tax computation, change making, check handling, customer relations, and service.

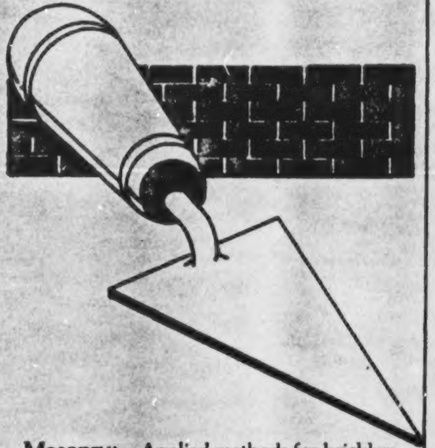
Heavy Duty Truck/Bus (Diesel) Mechanics: This program will provide training and experience in adjusting, servicing, repairing, and testing various engine components. Instruction will be given on fuel injection systems, transfer pumps, governors, superchargers, and turbochargers.

Industrial Electricity: A basic program in electricity covering fundamentals of alternating and direct current, magnetism, industrial and commercial wiring, codes, installation and repair of electrical wiring, fixtures, and equipment.

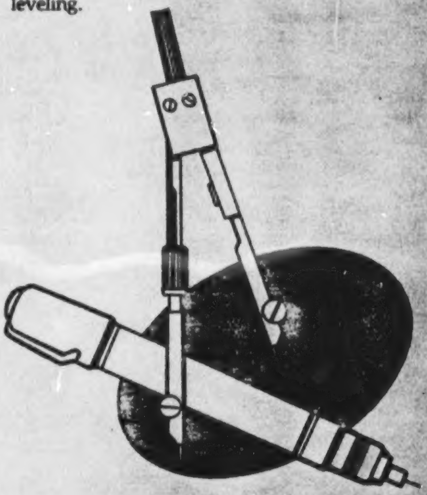


Livestock Production: Instruction in the production and management of livestock (breeding, feeding, care, housing, and marketing).

Marine and Small Engines: Teaches procedures for adjustment, disassembly, inspection, and repair or replacement of damaged parts. Also covers fuel, electrical, hydraulic, and mechanical engine control systems.



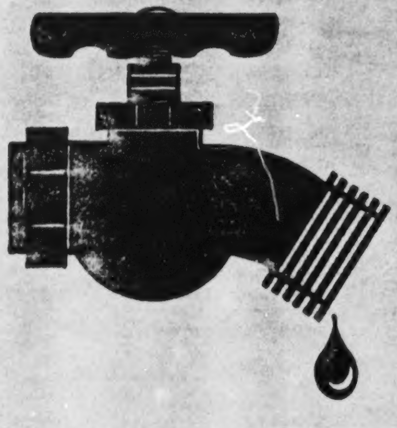
Masonry: Applied methods for bricklaying and masonry are studied and used in laboratory procedures. Emphasis is placed on terminology and skill development in handling bricklaying tools, spreading mortar, striking joints, block and brick work, plumbing, and leveling.



Mechanical Drafting: Instruction is given in the fundamentals and techniques of technical drawing with emphasis on mechanical drawing, lettering, the mathematics of drawing, working drawing charts, graphs, cams, and gears.

Multi-Lines Merchandising: A program designed to prepare persons for employment in the field of general merchandise retailing. Students will be instructed in stock handling, display and promotion, and sales situations encountered in department, variety, and general merchandise stores.

Parts Marketing: This program includes the study of inventory control, catalog usage, parts pricing, merchandising, customer service, and management.



Plumbing: Instruction includes classroom and practical experience with all phases of the installation and repair of pipes, fixtures, and fittings used for water distribution and waste disposal in residential, public, and industrial buildings according to local plumbing codes.

Secretarial and Clerical Occupations: Students are trained to become general office workers capable of performing a variety of duties found in the average nonspecialized office. Instruction is given in typing, shorthand, processing data, proofreading, managing records, assisting with managerial affairs, and the operation of various types of office equipment.

Welding: Training is given in the operation of welding machinery and in the correct techniques of arc welding and oxyacetylene welding and cutting. The student is taught to perform the different types of welds commonly used in industry.

ADULT EVENING PROGRAM OFFERINGS

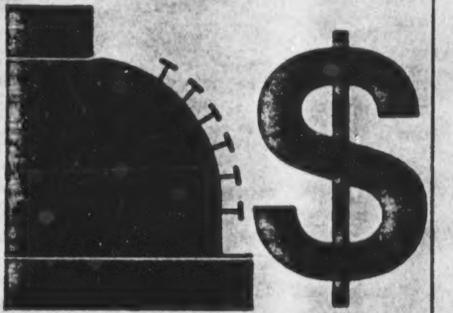
Accounting (Part I): This program covers starting an accounting system, keeping a simple set of books, preparing an income statement and balance sheet, and closing the ledger. The student keeps books for a merchandising type of business with inventories and adjustments. Cash and bank reconciliations are covered as well as data processing, payrolls, and related reports.

Accounting (Part II): A pegboard payroll system is taught with students calculating time cards, figuring taxes, and writing checks. Ledgers are kept of accounts receivable, accounts payable, depreciation of fixed assets, purchases, disposals of assets, and adjustments of accounts. Partnerships and corporations are explained. The final project is to simulate a set of books for a corporation.

Automotive Mechanics: A program of training providing both theory and practical experience in all phases of automobile maintenance and repair. All systems of the automobile are covered in every detail on bench and demonstration models as well as on live automobiles. The ability to read technical manuals is important.

Cabinet Making: Classroom and shop experience is provided in the manufacture of such products as window frames, moldings, trim, panels, furniture, store fixtures, kitchen cabinets, and office equipment.

Carpentry: Students are instructed in all phases of construction carpentry including layout, fabrication, assembly, installation, and repair of structural units. Emphasis is placed on the care and use of materials, common systems of frame construction, and principles of drafting, blueprint reading, applied mathematics, materials estimating, and interpretation of building codes.



Cash Register Operation and Grocery Merchandising: This program covers cash register operation, tax computation, change making, check handling, counterfeit detection, split pricing, customer relations, and customer service.

Child Care and Management Services: This program is divided into four 8-week blocks. Instruction is designed to prepare students for jobs involving the care and guidance of children.

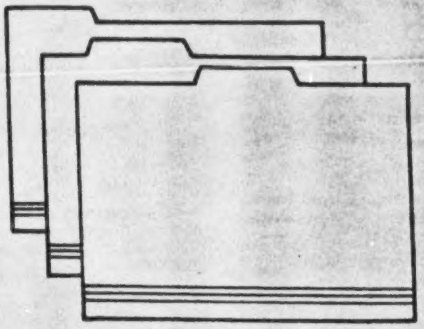
Clothing Production: Instruction in the selection of patterns and fabrics, preparation of fabrics, measurement, pattern alteration, the operation and care of tools and equipment, custom construction techniques, and employment opportunities.

Commercial Foods and Culinary Arts: Specialized classroom and practical experience concerned with the preparation of a variety of foods and bakery products for retail

distribution or for consumption in a commercial food establishment.

General Office Practice: This program is divided into the skill areas listed below.

- Beginning Typing, covering the keyboard, machine adjustments, technical information, skill drives, manuscripts, business letters, business forms, and proofreading.
- Advanced Typing, covering theory, ruled tables with title, subtitle, column headings, and total lines, manuscripts, business letters, word division, business forms, and skill drives.
- Business English, covering usage, grammar, punctuation, proofreading, and the writing of personal resumes and letters of application.



- Alphabetic Filing Procedures, covering the major phases of filing practice.
- 10-Key Adding Machine and Electronic Calculator, consisting of a practice set used to develop operating skills in processing business forms including credit slips, daily expense reports, department store charge sales slips, invoices, and payroll.
- Employability Skills, covering how to write a proper resume, compose letters of application, and complete an application form. Students participate in a mock job interview and learn effective job habits.

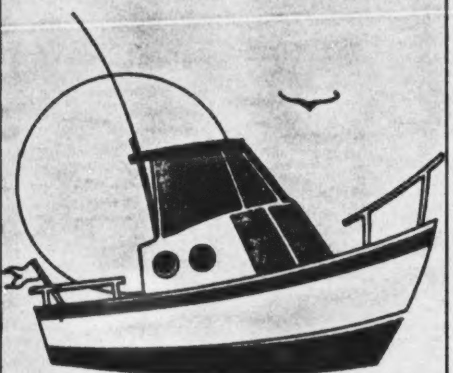
Heavy Duty Truck/Bus (Diesel) Mechanics: Training and experience are provided in adjusting, servicing, repairing, and testing various engine components. Instruction is given on fuel injection systems, transfer pumps, governors, superchargers, and turbochargers.

Industrial Electricity (Parts I and II)*: A basic course in electricity covering theories of electricity, fundamentals of alternating and direct current, and electrical wiring.

Industrial Electricity (Parts III and IV)*: A more advanced approach to wiring techniques for commercial and industrial buildings, electric motors, and motor controls.

**A prerequisite for enrollment is the successful completion of either a basic mathematics test or a related mathematics instruction unit given by Ridge Vocational Technical Center.*

Livestock Production: Instruction in livestock production and management (breeding, feeding, care, housing, and marketing of beef, swine, and horses).



Marine and Small Engine Mechanics: Classroom, laboratory, and practical experience in the maintenance, troubleshooting, repair, removal, and reinstallation of marine, small gasoline, and diesel engines and related systems in pleasure boats, yachts, and commercial craft.

Masonry: Masonry procedures are studied and applied in laboratory work. Emphasis is on terminology and skill in handling bricklaying tools, spreading mortar, striking joints, doing block and brick work, plumbing, and leveling.

Mechanical Drafting: Instruction is given on the fundamentals and techniques of technical drawing with emphasis on mechanical drawing, lettering, the mathematics of drawing, working drawing, charts, graphs, cams, and gears.

Parts Marketing: Instruction in inventory control, catalog usage, parts pricing, merchandising, customer service, and management.

Plumbing: Classroom and practical experience is offered in all phases of the installation and repair of pipes, fixtures, and fittings used for water distribution and waste disposal in residential, public, and industrial buildings.

Welding: Training is given in the operation of welding machinery and in the correct techniques of arc welding and oxyacetylene welding and cutting. The student is taught to perform the different types of welds commonly used in industry.

RIDGE VOCATIONAL-TECHNICAL CENTER:

COMPETENCY-BASED VOCATIONAL EDUCATION ON DISPLAY

State of Florida
Department of Education
Ralph D. Turlington
Commissioner of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer
Division of Vocational Education
June, 1980

ACKNOWLEDGMENTS

The demonstration site staff expresses a special thank you to the Division of Vocational Education, Region IV staff, University of South Florida, and curriculum development coordinator for the Bureau of Vocational Research, Dissemination, and Evaluation, for all their assistance.

Special gratitude is extended to the entire staff of Ridge Vocational-Technical Center and the members of the General Advisory and Program Advisory Committees for making valuable contributions to the content and review of this product.

A special thanks is extended to the Polk County Teacher Education Center and its director, James W. Miles.

Acknowledgment is made to the entire staff of 916 Area Vocational-Technical Institute, White Bear Lake, Minnesota, and Superintendent William C. Knaak, for their information, services, and support from the beginning.

Gratitude is expressed to the personnel of Polk Vocational-Technical Center and their director, William J. Hoffses, for their help in the planning and inauguration of Ridge Vocational-Technical Center.

Acknowledgment is made to the Staff Development Project Advisory Committee, formed in 1976, which included members from the business and industrial sectors, Polk County School Board staff, University of South Florida, Department of Education, Division of Vocational Education, Florida State University, Polk Vocational-Technical Center, Pinellas and Dade County Teacher Training Projects, Polk County Teacher Education Center, and University of West Florida.

©State of Florida, Department of State, 1980

Authorization for reproduction is hereby granted to the State System of Public Education as defined in 228.041(1), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.

The use of any trade names in this document is strictly for the purpose of clarity and in no way should be considered an endorsement by the Department of Education, Florida State University, or The Center for Studies in Vocational Education.

Sponsored and
published by:
Florida Department
of Education

Ralph D. Turlington,
Commissioner of Education

Developed by:
Ridge Vocational-Technical
Center
7700 State Road 544 North
Winter Haven, FL 33880

Produced by:
The Center for Studies in
Vocational Education
Florida State University

For further information, contact:

Bill Hampton, Director
Ridge Vocational-Technical
Center
7700 State Road 544 North
Winter Haven, FL 33880

This public document was promulgated at a cost of $3,138.06, or $0.784 per copy, to inform the public about Ridge Vocational-Technical Center.

DVE/7/80/4000

RIDGE VOCATIONAL-TECHNICAL CENTER:

COMPETENCY-BASED VOCATIONAL EDUCATION ON DISPLAY

Compiled by the Demonstration Site Staff:

Robert E. Andreyka, Project Director
University of South Florida

Sonia Parmer, Assistant Director—Curriculum
Ridge Vocational-Technical Center

William E. Blank, Project Consultant
University of South Florida

Lisa Beverly, Curriculum Specialist
Ridge Vocational-Technical Center

Wilma McCarty, Curriculum Specialist
Ridge Vocational-Technical Center

Larry Lloyd, Instructional Resource Specialist
Ridge Vocational-Technical Center

Ann Walsh, Instructional Media Specialist
Ridge Vocational-Technical Center

Cheryl Johnson, Typist
Ridge Vocational-Technical Center

FOREWORD

Competency-based vocational education (CBVE) has been a high priority of the Division of Vocational Education (DVE) for several years. To support its commitment to this educational approach, the DVE is funding a variety of activities designed to assist vocational educators in the installation of CBVE at the local level. There are vocational-technical centers and community colleges throughout the state that are now offering outstanding competency-based programs, and the DVE is identifying some of these to serve as models for Florida educators. At present, one of these centers is being funded as a statewide demonstration site project.

Florida's demonstration site for CBVE is Ridge Vocational-Technical Center. Beginning in September 1980, vocational educators may visit Ridge to observe a successfully operating competency-based program. Through it daily operation, the demonstration site will provide the opportunity to confront previously unforseen problems, since the major difficulties in implementing CBVE will emerge only as the site becomes fully operational. Ways of dealing with these problems will be developed, tested, and shared with others who are implementing competency-based instruction. Also, concepts and assumptions associated with CBVE can be studied and evaluated; vocational educators from all parts of the state can participate in staff development activities for varying lengths of time; accurate data on per-student costs to achieve minimum entry-level job competencies for selected programs can be provided; a data and resource management plan for the administration and support of the system can be developed; and a system for assessing and documenting student competencies can be developed, refined, implemented, and made available for use by others.

Ridge Vocational-Technical Center was chosen as a demonstration site for several reasons. It is a new center, of medium size, that began operations with a commitment to the installation of CBVE in all programs from teachers, administrative staff, board of public instruction, and county school superintendent. It is centrally located, providing easy acccess to educators, and it serves a varied population, including both secondary and postsecondary students.

Personnel in the DVE will carefully examine the effectiveness of use of a demonstration site as a strategy to implement competency-based education in other schools or centers. If it is successful, similar sites will be established in other regions of the state, using the methods, materials, and procedures developed at Ridge.

Sincerely,

Joe D. Mills

Joe D. Mills, *Director*
Division of Vocational Education

RIDGE VOCATIONAL-TECHNICAL CENTER

Ridge Vocational-Technical Center was established to help answer the growing need for vocationally trained workers in trade, retail business, tourism, manufacturing, and services in Polk County. Since the area's economic health is heavily dependent on the existence of a skilled labor supply to meet the needs of the labor market, there was widespread recognition of the importance of vocational education in the region. Twelve agencies and institutions, including Polk County, the University of South Florida, Florida Department of Education, and Florida State University, collaborated in the conceptualizing of Ridge, and in January 1979, students, equipment, and staff moved into their new facility.

COMMITMENT TO COMPETENCY-BASED VOCATIONAL EDUCATION ■ Early in Ridge's planning stages the director, Bill Hampton, made a commitment to implementing competency-based vocational education (CBVE) throughout the school, with an open-entry/open-exit policy that would allow students to begin and leave programs as individual employment and personal needs dictate. His goals were to establish programs based on verified job competencies, to provide self-paced individualized learning that would enable each student to attain the skills necessary for entry-level employment and eventual advancement, and to base exit decisions on demonstrated attainment of competencies.

Reflecting this commitment, each training program at Ridge is now based on actual job tasks, related technical knowledge, and important worker attitudes and values. Students are provided with effective learning experiences designed to help them attain these job competencies.

Each program resembles as nearly as possible the job setting for which training is being offered, with equipment, tools, supplies, materials, etc., matching closely those used on the job. Programs are run by instructors who are not only skilled workers in their business or trade, but who are well trained in the professional skills needed to teach their business or trade to others.

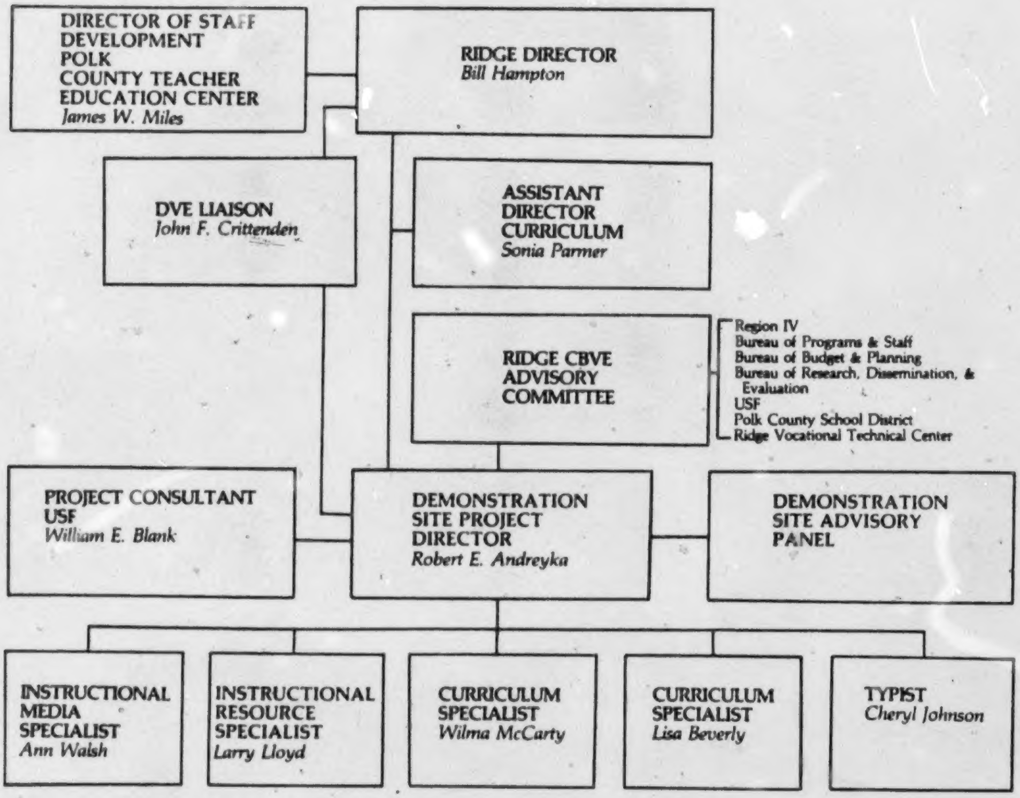
It is the philosophy of Ridge to take each student where he or she is upon entering the program and help the student master the specific job competencies needed to meet personal short- and long-range employment goals. Students receive full credit for competencies they have attained through previous learning, and remediation is provided for those students who have deficiences in basic skills. Every effort is made to provide guidance in choosing an appropriate training program. Students are encouraged to make wise career training decisions based on a thorough knowledge of a variety of occupations and an understanding of their own strengths and weaknesses, aptitudes, and interests. Once a student has selected a vocational field, additional counseling is offered to help him or her succeed in the program and to secure employment when the program has been completed.

THE DEMONSTRATION SITE PROJECT ■ Ridge Vocational Technical Center's interest in CBVE is matched by that of Florida's Department of Education (DOE). Through Florida's membership in the Vocational-Technical Education Consortium of States (V-TECS), the DOE provides catalogs of performance objectives and performance guides for entry-level job skills in a wide variety of subject areas. The DOE also has a series of publications, *Delivering Competency-Based Vocational Education*, to help in designing this type of curriculum.

Under the sponsorship of the Division of Vocational Education (DVE) of the DOE, Ridge Vocational-Technical Center is being used as Florida's demonstration site project for implementation of competency-based vocational education. As such, it serves as a working example, a place where vocational educators can observe CBVE in operation. Essential CBVE components that can be studied include: individualized, self-paced instruction; open entry to and exit from programs; programs based on specific occupational competencies; performance-based assessment; and a management system for the delivery and support of CBVE.

Ridge was chosen as a demonstration site for CBVE because it had a school board, director, instructional faculty, and support staff (such as instructional media, instructional resource, and curriculum specialists) who were supportive of this approach to education and who were willing to do what was necessary to put it into practice. In addition, backup services were available from the Polk County Teacher Education Center, the University of South Florida, and the Florida Division of Vocational Education. This combination of commitment and resources made Ridge an ideal setting in which to make competency-based vocational education a reality.

The demonstration site project at Ridge Vocational-Technical Center benefits from guidance and advice arrived at through the interaction of a project staff, a center staff, and an advisory committee, as shown in the accompanying chart.


DIRECTOR OF STAFF DEVELOPMENT POLK COUNTY TEACHER EDUCATION CENTER
James W. Miles
RIDGE DIRECTOR
Bill Hampton
DVE LIAISON
John F. Crittenden
ASSISTANT DIRECTOR CURRICULUM
Sonia Parmer
RIDGE CBVE ADVISORY COMMITTEE
Region IV
Bureau of Programs & Staff
Bureau of Budget & Planning
Bureau of Research, Dissemination, & Evaluation
USF
Polk County School District
Ridge Vocational Technical Center
PROJECT CONSULTANT USF
William E. Blank
DEMONSTRATION SITE PROJECT DIRECTOR
Robert E. Andreyka
DEMONSTRATION SITE ADVISORY PANEL
INSTRUCTIONAL MEDIA SPECIALIST
Ann Walsh
INSTRUCTIONAL RESOURCE SPECIALIST
Larry Lloyd
CURRICULUM SPECIALIST
Wilma McCarty
CURRICULUM SPECIALIST
Lisa Beverly
TYPIST
Cheryl Johnson

GOALS OF THE THREE-YEAR PROJECT ■ The demonstration site project at Ridge began in July 1979 and is proposed to extend until August 1982. While the first year of the project focused on *planning* for demonstrating the competency-based approach, the projected efforts during 1980-81 will concentrate on *demonstrating* the center to vocational educators from throughout Florida and other states. Included in the second-year activities are the conducting of organized visitations, management of on-site CBVE institutes and training programs, provision of traveling CBVE services, and development of diffusion plans.

The third year of the demonstration site project will focus on *disseminating and diffusing* CBVE strategies, materials, procedures, etc., throughout the state. Among activities planned for 1981-82 are the continuation of seminars and institutes, dissemination of learning guides and modules, and continuation of on-site demonstrations.

The major goals of the three-year project are:

- To establish a fully operational site for open-entry open-exit, individualized, competency-based vocational education.
- To develop and implement strategies, procedures, and materials to facilitate the adaptation of CBVE in the present vocational education system.
- To utilize previously developed materials, project models, and research findings in a competency-based setting.
- To collect data on the efficiency and effectiveness of the competency-based approach to vocational education.
- To document the CBVE design, development, and implementation processes.
- To develop strategies for giving instructors the professional skills needed to operate competency-based programs.
- To provide sample materials and training for Florida's vocational education instructors, administrators, teacher educators, site staff, and others in the implementation of CBVE.
- To make available program task listings, student learning guides, implementation materials, handbooks, forms, reports, and related CBVE documents and materials to other vocational educators in Florida.

NEED FOR STAFF DEVELOPMENT ■ In order to bring about fulfillment of these goals, a unique staff development program was needed to equip instructors with the skills to plan instruction, develop curriculum, and evaluate performance according to competency-based education methods. Since the majority of vocational instructors were recruited directly from industry and lacked professional teacher training, and those who did have prior teaching experience had taught with traditional approaches, the need for such training was recognized during the planning stages of Ridge. Aided by individuals on the Polk County School Board staff, particularly James W. Miles, Director of Staff Development, Director Bill Hampton early on began to explore the possibilities for a development program aimed at the school's future staff. Hampton declared that he wanted to avoid spending "millions to build and equip a new vo-tech center but not invest a dime in the instructional staff."

Instructional Skills Needed. Because of the special demands of the competency-based system of instruction, at Ridge on-site curriculum specialists and consultants from the University of South Florida have provided vital support service to the vocational instructors, coordinating resources and helping them with curriculum development.

If the CBVE system of learning is to function, the instructors must be freed from constantly "teaching" so they can focus on helping students "learn." To achieve this realignment of use of instructors' time and attain the individualization that is required for the full operation of CBVE, self-paced, self-instructional materials for students are needed. Planning, development, and revision of these learning guides are the major parts of the curriculum development efforts at Ridge. With the help of the curriculum specialists and university consultants, instructors are expected to:

- Maintain an accurate and up-to-date listing of duties and tasks leading to entry-level employment in each specific occupation within a program.
- Establish and maintain an effective, working advisory committee to validate duties, tasks, objectives, and overall curriculum.
- Develop a complete learning guide for each task included in a program.
- Review and evaluate a variety of available print and nonprint learning resources to use with learning guides, selecting the most appropriate.
- Develop instruction sheets, written and performance tests, and other print resources and evaluation instruments to use in conjunction with learning guides.
- Evaluate the effectiveness of each learning guide and overall curriculum, making needed revision.

An additional facet of curriculum development is the compilation of nonprint resources for a program, including slidetapes, video tapes, and sound-on-slide presentations. Each format has its own features, and these, along with the characteristics of the learners and the tasks to be performed, are taken into consideration in selecting media. Whether the learning experiences require print materials, motion pictures, or any other medium, the instructor, with the help of the instructional media specialist at the Ridge media center, will probably be able to locate already developed materials. Sometimes films or slidetapes are available in resource centers, or advertising materials may be available with instructional print and graphics. However, if a particular visual aid needed for a program cannot be found, the instructional media specialist can help the instructor develop original visual materials.

...One of the first steps in planning for staff development at Ridge was the formation of an advisory committee to guide the program...

Staff Development Project Advisory Committee. One of the first steps in planning for staff development at Ridge was the formation of an advisory committee to guide the program. Help was sought from a wide range of agencies and individuals who had been involved in similar projects or who could lend specialized assistance in particular areas. The committee was composed of representatives from: Ridge Vocational-Technical Center; Polk County School Board; University of South Florida, Adult-Vocational Education Department; Pinellas County Teaching Vocational Teachers Program; Dade County Performance-Based Teacher Education Program; Florida State University Center for Educational Design and Evaluation; Polk County Teacher Education Center; Division of Vocational Education, Department of Education; Competency-Based Industrial Teacher Education Project, Florida State University and University of South Florida; and International Mineral and Chemical Corporation.

Recommendations from this group included establishment of a teacher training program consisting of an intensive six-week preservice program to be conducted before the center opened, and a two-year in-service program to be conducted during the first two years of operation of the school.

The committee drew up and verified a list of the professional competencies needed, and general and specific objectives were then written from these to serve as the bases for development of eleven instructional modules for the staff training program.

After the modules were developed, the initial training took place during a six-week period prior to the opening of Ridge. Working with the advisory committee recommendations, subsequent in-service training consisted of one-to-one or group sessions for Ridge staff with USF faculty, focusing on helping instructors write individual learning packages. A two-week summer workshop further concentrated on learning guide creation.

Teacher Education Center Support. Additional support for the staff development program was sought from the Polk County Teacher Education Center, which had been set up by the Polk County School Board on the principle that teachers can best assist with improving education when they directly and personally participate in the identification of training needs and in the development and implementation of programs to meet those needs. Given this philosophy, the Center was a natural source of assistance and support in organizing an instructor training program in CBVE at Ridge.

As part of a planned transition, technical assistance for staff development has now shifted from the Teacher Education Center to USF faculty consultants assigned to Ridge on a continuous basis.

Division of Vocational Education Support. The Division of Vocational Education, with John F. Crittenden serving as liaison, has been instrumental in providing partial funding and technical and other assistance for the demonstration site project and staff development program. Since the instructional modules, program agenda, evaluation instruments, and other materials being developed may be adopted for use in other settings for the preservice or in-service training of individuals or groups of instructors in the skills needed to implement CBVE, the DVE hopes to share Ridge's experiences with other districts, vocational-technical centers, comprehensive high schools, and university teacher education programs.

Cooperative Support. Although there have been other programs conducted in Florida to provide entry-level teaching skills to newly employed instructors in vocational-technical centers, the Ridge staff development project is unique in several ways. It is one of the first planned staff development programs designed to equip vocational-technical center staff members with the specific skills needed to implement CBVE. In the process, heavy emphasis has been placed on applying findings and utilizing materials from previous projects, including the COTE generic competency study, the CDS (FACIT) Project, and the Competency-Based Industrial Teacher Education Project.

This project has been a truly cooperative effort involving universities, school district, teacher education center, DVE, and other personnel and resources. A further benefit of such cooperation is the arrangement whereby successful completion of the preservice and in-service programs by instructors leads to an initial teaching certificate, additional credit toward a post-standard Rank II certificate in industrial-technical education, and credit toward a BA degree in industrial-technical education. Most important, it certifies mastery of the professional skills needed to fully implement competency-based vocational education.

...The DVE hopes to share Ridge's experiences with other districts, vocational-technical centers, comprehensive high schools, and university teacher education programs...

PROGRAMS OFFERED ■ Ridge Vocational-Technical Center currently schedules classes in a wide range of occupational fields, both during the day and in adult evening classes. In the day sessions, 19 separate programs are offered.

Accounting Occupations concentrates on the principles of bookkeeping and accounting, teaching banking procedures, payroll clerk duties, and office machine operation.

Automotive Mechanics provides both theory and practical experience in all phases of automotive maintenance and repair.

Carpentry includes detailed theoretical and practical carpentry principles in all phases of construction.

Clothing Production covers selection of patterns and fabrics, preparation of fabrics, measurements, and pattern alterations.

Commercial Cooking offers specialized instruction and practical experience in the preparation and cooking of a variety of foods for retail or commercial distribution.

Commercial Vehicle Driving trains students to operate diesel-powered tractor-trailer units used in the commercial trucking industry.

Cosmetology includes specialized and practical experience with a variety of beauty treatments, in preparation for the State Board examination.

Food Distribution prepares the student for a position as a cashier, produce clerk, grocery clerk, meat clerk, or dairy clerk.

Heavy Duty Truck/Bus (Diesel) Mechanics includes servicing, adjusting, repairing, and testing various engine components.

Industrial Electricity covers basic laws and theories of electricity, alternating and direct current fundamentals, and electric wiring.

Livestock Production emphasizes the production and management of livestock.

Marine and Small Engines teaches procedures for maintaining, servicing, and replacing damaged marine and small gasoline and diesel engines.

Masonry teaches applied methods for bricklaying and masonry.

Mechanical Drafting provides instruction in the fundamentals and techniques of technical drawing.

Multi-Lines Merchandising prepares persons for employment in the field of general merchandise retailing.

Parts Marketing includes inventory control, catalog usage, parts pricing, merchandising, customer service, and management.

Plumbing includes practical experience with all phases of installation and repair of plumbing and fixtures.

Secretarial and Clerical Occupations trains students to become general office workers capable of performing a variety of duties found in the average nonspecialized office.

Welding teaches the operation of welding machines and the correct techniques of welding.

The evening classes at Ridge offer instruction in 18 separate areas. In addition to Accounting, Automotive Mechanics, Carpentry, Clothing Production, Commercial Cooking, Heavy Duty Truck/Bus (Diesel) Mechanics, Industrial Electricity, Livestock Production, Marine and Small Engine Mechanics, Masonry, Mechanical Drafting, Parts Marketing, Plumbing, and Welding, classes in the following programs are available.

Cabinet Making provides related and shop experience in the production of window frames, furniture, store fixtures, etc.

Cash Register Operation and Grocery Merchandising covers cash register operation, tax computations, change making, and customer service.

Child Care and Management Services prepares students for jobs involving care and guidance of children.

General Office Practice teaches operation of office machines, business English, typing, and filing.

STUDENT SERVICES AVAILABLE ■ Ridge Vocational-Technical Center provides a full range of services to help its students complete their vocational programs and find employment in their chosen fields.

Career Counseling provides guidance counselors to assist applicants with career counseling and program information.

Job Placement helps students who have finished their course o vocational training find full-time employment and earn credit for work experience through Industrial Cooperative Education (ICE).

The Media Center has available a good assortment of periodicals newspapers, pictures, prints, slides, and audiovisual materials an equipment.

The School Clinic is staffed by a nurse who will provide assistance an appropriate referrals for health problems.

The Individualized Manpower Training System (IMTS) Center help students compensate for areas of deficiency in reading, language arts, math skills.

Student Organizations on campus include Vocational and Industr Clubs of America (VICA), Phi Beta Lambda, Distributive Educatio Clubs of America (DECA), and Future Farmers of America (FFA).

The Work Evaluation Center helps students make vocational decisio by determining their assets and liabilities as they relate to vocational goals.

STUDENT POPULATION ■ DEMOGRAPHICS ■ Most Ridge students commute from the eastern half of Polk County, including the Auburndale, Davenport, Dundee, Frostproof, Haines City, Lake Hamilton, Lake Alfred, Lake Wales, and Winter Haven areas. However, because Ridge offers several courses which the older Polk Vocational-Technical Center does not offer, some students come from other parts of the county. Students may also come from surrounding counties, other states, or even other countries, although Florida residents are given priority over non-residents for admission. Training is available to both secondary (high school) and postsecondary (adult) students.

The student (daytime) population by ethnic background is summarized as follows:

Number	Percent	Ethnic Background
499	67%	White
222	30%	Black
20	3%	Other
741		

The student (daytime) population by grade level, showing entering students, completing students, job-outs/drop-outs, and suspensions, is summarized as follows.

Grade Level	10	11	12	Adult	TOTAL
Entering students	28	81	65	567	741
Completing students	3	12	27	220	262
Job-outs/drop-outs	7	11	9	150	177
Suspensions	2	3	0	1	6

In addition to the above totals, 230 students were enrolled in the evening adult program as of May 1980.

SPECIAL CATEGORIES ■ The population at Ridge includes students in three special categories.

Special Needs Students include those with physical handicaps and learning disabilities. They are referred to Ridge by a variety of agencies including the Division of Vocational Rehabilitation, Division of Blind Services, Social Security Administration, and Bureau of Worker's Compensation. These students can be successfully mainstreamed into CBVE programs because of the individualization inherent in the educational approach.

Veterans may benefit from the CBVE system followed at Ridge. The self-paced materials allow them to be tested in and receive credit for skills they may have learned in vocational training during their military service.

CETA Students attend Ridge with financial assistance provided under the Comprehensive Employment and Training Act. Books, tuition, fees, and an allowance are paid for, while the student learns the skills that will help him or her to get a job.

SEX EQUITY ■ In keeping with the educational system's commitment to the elimination of sex stereotyping, Ridge encourages men and women to discover the type of work they enjoy and obtain the necessary skills to achieve success, regardless of the traditional assignment of that occupation to either males or females. All programs are open to both men and women, and evaluation of skills is objective, competency-based, and unbiased.

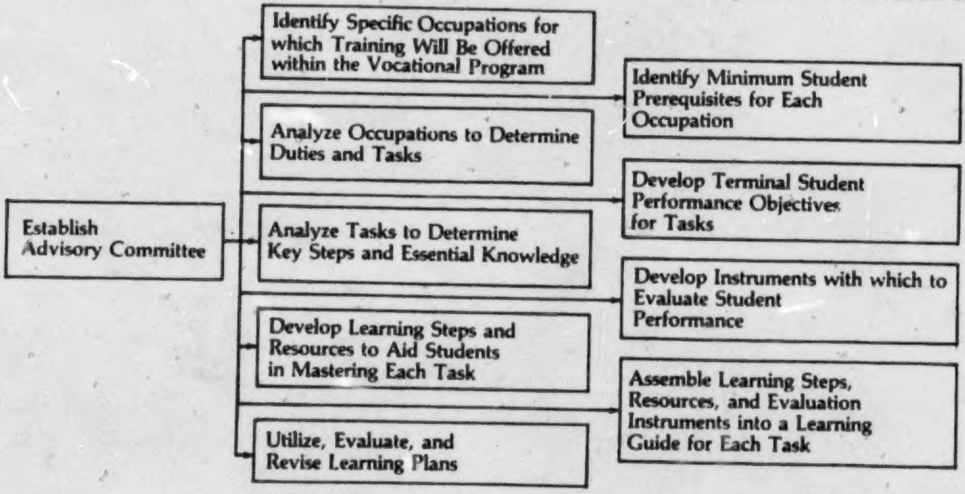
COMPETENCY-BASED VOCATIONAL EDUCATION

Traditional approaches to instruction have generally centered around an entire class finishing the content of a course on a fixed schedule. In contrast, the competency-based system of instruction centers around the individual strengths, needs, and learning styles of the students. It has been described as a process in which a task is identified and a statement is made about it, delineating how well and under what conditions the student is to perform the task. The student learns the skills necessary for satisfactory performance of the task through instruction suited to his or her individual needs.

Under this type of instruction, students may progress at their own speed and follow their own best learning styles to attain the competencies that make up the program. If they can demonstrate prior knowledge that enables them to attain some parts of the program, students do not need to relearn those specific performance objectives. An additional aspect of the instructional system is the flexibility that enables handicapped students to complete the segments of an instructional program that they are able to do.

DEVELOPMENT OF A COMPETENCY-BASED VOCATIONAL CURRICULUM ■ The heart of a CBVE program is its curriculum; that is, the total range of the learning experiences to which the student is exposed. The systematic and logical development of a curriculum is similar to the planning of an airplane design or the construction of a building. If critical steps are omitted or are poorly arranged, the airplane may crash or the building might collapse. If a student is not given the learning experiences necessary to enable him or her to attain the minimum competencies needed for entry into a chosen occupation, then the student may be unable either to get or hold a job initially or to advance in the occupation.

The accompanying chart shows the major steps in the development of a CBVE program. As is apparent, the first step is the establishment of a craft advisory committee consisting of persons knowledgeable about the occupation under consideration. The members of the committee advise and help the instructor in verifying the need for instruction in the field and the appropriateness of the competencies to be included in the program. The committee also provides technical assistance and other services that help the instructor design and evaluate the necessary learning experiences for students. As an additional aid to the instructor, catalogs from the Vocational-Technical Education Consortium of States (V-TECS) are often very helpful in identifying tasks and duties, developing performance objectives, analyzing tasks, and developing


Establish Advisory Committee
Identify Specific Occupations for which Training Will Be Offered within the Vocational Program
Identify Minimum Student Prerequisites for Each Occupation
Analyze Occupations to Determine Duties and Tasks
Develop Terminal Student Performance Objectives for Tasks
Analyze Tasks to Determine Key Steps and Essential Knowledge
Develop Instruments with which to Evaluate Student Performance
Develop Learning Steps and Resources to Aid Students in Mastering Each Task
Assemble Learning Steps, Resources, and Evaluation Instruments into a Learning Guide for Each Task
Utilize, Evaluate, and Revise Learning Plans

evaluation instruments.

The specific occupations for which training will be offered in the vocational program are identified by reviewing local employment opportunities and determining which of the occupations in demand might be effectively taught, taking into consideration instructor qualifications, facilities, and available equipment. Once the specific occupations are identified, the basic skills required of students in the vocational program are specified. Next, the instructor analyzes each occupation to identify the *tasks* performed by entry-level workers. These tasks are then grouped into major categories called *duties*.Specific tasks become the bases for developing student learning guides for the CBVE program.

For each task to be attained, the instructor develops a *terminal student performance objective*. Each performance objective defines the conditions under which the student will perform the task, the actual performance expected of the student, and the standard of performance required for attainment of the task. By looking at the performance objectives, the student knows what to expect from the program and what is expected from him or her. In this way the program can be conducted in an organized fashion and students can achieve necessary skills, which can then be measured. Since performance objectives state the basis for student evaluation, they have the additional feature of allowing industry to know what to expect of program graduates.

In order to break each task down into smaller units that can be learned by students, the instructor analyzes the task by listing the key steps or procedures in performing the task, the knowledge required to do the task correctly, any safety precautions necessary, and all materials, supplies, and tools used to complete the task. A further breakdown of the key elements in the more complex steps within the task should also be included.

Once the instructor has identified specific occupations, broken each occupation down into duties and tasks, developed student performance objectives for each task, and completed each task analysis, he or she must develop methods for evaluating the student's attainment of those tasks. First, the instructor must determine whether a written test or a performance test would be more appropriate, and then he or she must develop and administer the test. In addition, during the course of the program, each student's progress must be monitored regularly.

One of the most important steps in preparing a CBVE program is the development of effective learning activities to aid students in attaining tasks. In selecting or developing learning activities and materials, the instructor must consider the nature of the task itself (based on the previous task analysis) and the nature of the students, as a group and as individuals.

When the materials required in the above steps have been gathered and organized, they must be put into a final format for use by the students. This final product is called the *learning guide* because it is a well thought out and carefully developed guide to aid students in their learning.

Each learning guide contains a terminal performance objective (derived from a task), one or more enabling objectives, carefully selected learning steps, resources, self-checks, and final written and performance tests.

After the completed program has been put into use, the instructor evaluates the effectiveness and efficiency of the curriculum and makes revisions as needed. The goal to be kept in mind in developing a CBVE curriculum is provision of an open-entry/open-exit educational system that responds directly to individual student needs while making more efficient use of instructors and learning facilities.

EVALUATION OF COMPETENCY-BASED STUDENT PERFORMANCE AT RIDGE ■ An integral feature of CBVE at Ridge is the method of student evaluation. In a competency-based system, students are not evaluated by comparing them to each other; instead, each student's evaluation is based solely on his or her completion of a task to a predetermined standard of performance set by the instructor and a craft advisory committee. Not only is the student not trying to outdo the person at the next work station, but the person at the next station may well be on a different task entirely, since a student who has successfully performed a task can move directly to the next task. It may take one student one hour to attain a task, while a different student may require three days of work to attain competency. Regardless of the length of time involved, however, both students receive credit for completing the task. In this way, students are encouraged to work at their own pace.

GRADES ■ At the beginning of the program, students are informed exactly how they will be evaluated and graded. In each grading period, they receive two separate grades: one is based on successful completion of performance objectives and the other is based on demonstration of employability skills.

The first grade is determined by initially assigning to each task a number of standard hours, defined as the number of hours typically required to attain that task. The number of standard hours assigned reflects the *complexity* of the task—not its *difficulty*.Difficulty of a given task may vary greatly from one student to another, while complexity is a factor determined by the nature of the task itself. For example, if ten students spend an average of 6.5 hours on task A and ten students spend an average of 15 hours on task B, it is reasonable to assume that task B is more *complex* than task A. A fair number of standard hours can easily be computed after several students have completed a given learning guide, but until this average is obtained, a careful estimate of time must be made by the instructor.

If a student feels that previous experience has prepared him or her to immediately pass the performance test on any of the tasks, the instructor will administer a pretest. If the student does demonstrate competency, the learner will receive the standard hours assigned to that task without having to go through all the learning activities. If competency is not demonstrated, the student will be expected to go through the learning guide as usual.

Students are held accountable for the time spent in the program. Attendance, punctuality, and progress are recorded on student time cards. As in the working world, students are expected to use their time industriously and are recognized for their output. If a student receives 150 hours of instruction in a grading period, his or her ideal output should be demonstrated competency in 150 standard hours' worth of completed tasks, an attainment indicated by a grade of A. An attainment of fewer standard hours is reflected in a lowering of the student's grade.

At the end of the grading period, grades are computed differently for adults and high school students. Adults may elect to receive a letter grade (A, B, C, D, F) or an S/U (satisfactory/unsatisfactory) grade. Since high school students require credits for graduation, their grading system is adjusted for the number of credits needed and a letter grade must be given.

The second grade received by each student emphasizes the importance of developing employability skills in the vocational education program. The student is marked objectively on the basis of such things as his or her punctuality and attendance, proper use of equipment, adherence to safety practices, and interaction with supervisor and co-workers.

PROGRAM CREDITS ■ High school students and adults working toward a high school equivalency diploma may earn high school credits at Ridge according to the number of standard hours they complete. Each 150 standard hours completed translates into one high school credit. Since there is no maximum number of credits to be earned during the school year, it is up to the student to achieve as much as possible.

CERTIFICATE OF ATTAINMENT ■ When the student leaves the program at Ridge, he or she receives a certificate of attainment listing the performance objectives completed by the student and the student's employability skills record. The student may use the certificate to indicate to a prospective employer in precisely what tasks the student has demonstrated competency and how well he or she has developed the general qualities needed to hold a job and to be a valuable employee.

PRACTICAL MANAGEMENT OF COMPETENCY-BASED VOCATIONAL EDUCATION AT RIDGE

INSTRUCTOR'S ROLE ■ The CBVE system increases the student's responsibility for his or her own learning. Students must manage their own time and be able to judge their own progress, to know whether to ask for evaluation or to first get more practice and study time. The student must be able to obtain, use, care for, and properly replace instructional materials and help tutor other students when needed. The primary emphasis in CBVE is on the *student learning* rather than the *instructor teaching.*

The instructor serves as a *learning manager*, developing and managing student learning activities and serving as the subject matter expert, without necessarily being the sole dispenser of knowledge. Instead, the instructor is a consultant, one of several sources of information. The instructor must also ensure a positive work environment and act as a motivator by instilling confidence in the learner and providing rewards for a job well done. He or she serves as a model for desirable work habits, attitudes, and competence in the occupation and helps remove physical and mental obstacles that stand between the student and success. The instructor guides the individual, tests and determines the student's capabilities, and monitors student progress.

OPEN-ENTRY/OPEN-EXIT SYSTEM ■ Students can enter a vocational course at Ridge when there is an opening in the program. Orientation for new students is now given every other week. Students exit the vocational program whenever they have attained all the appropriate tasks. When the open-entry/open-exit system is fully implemented at Ridge, there will be no scheduled beginning or end of any program, since programs will be going on all the time. While some estimate of the length of time it should take *most* students to learn all the included tasks has been computed for each full program (for example: 18 months or 24 months), students neither have to take all the time estimated to complete the program nor do they have to finish within that time frame. Some finish earlier, some later than the estimated deadline.

LEARNING GUIDES ■ Since each student in a program may be working on a different task or a different part of a task, the instructor cannot be directly teaching all students at once. It is the use of learning guides by the students that makes CBVE practical at Ridge.

Each learning guide contains directions on how to do a task, a listing of other available resources, and written and performance tests.

After an orientation session on how to use the learning guides, the student checks out the guide for the first task in the program. He or she follows the instructions in the guide for completing the task, and the instructor monitors the student's progress. When the student feels confident he or she has attained the task, the instructor administers written and performance tests. If the student meets the predetermined standard on these tests, he or she goes on to the next task and the next learning guide. If competency is not demonstrated, the student is instructed to study and practice further.

INDIVIDUALIZED LEARNING CENTER ■ Since the learning guides contain references to available print and nonprint resources for student use, each program at Ridge has its own fully equipped resource room, called an individualized learning center (ILC). The instructor works with the instructional media specialist and instructional resource specialist to design a workable resource room and furnish it with the necessary audiovisual equipment and print and nonprint references. The ILC for each program is located adjacent to the shop area to provide students easy access to the materials. The area is large enough to allow for either individual tables or carrels so that private study is encouraged.

After consultation with the instructor and the instructional media specialist, the instructional resource specialist orders necessary materials and then oversees repair and upkeep of the resources in the ILC. Since the ILC is subject to change if the program changes, the instructor keeps in close contact with the instructional media specialist for new equipment, software, and ideas necessary to enhance the students' learning.

The instructional media specialist maintains a media center in the Administration Building that contains a cross-referenced file on all print and nonprint materials located at Ridge. This is also a central depository of general technical manuals for student and community use.

Since CBVE encourages students to learn at their own pace, the ILC is important because it allows students to obtain the reinforcement they need in learning the skills required by the learning guides.

Working as a team, the instructor, instructional media specialist, and instructional resource specialist combine their talents to provide students with the materials needed to make their learning at Ridge most successful.

COMPETENCY-BASED VOCATIONAL EDUCATION ON DISPLAY ■ Demonstration sites have been used for many years to encourage others to adopt and install innovations, but in education this technique has not often been successful in promoting new ideas. One of the main reasons for this failure has been lack of a complete plan to ensure adoption. Educators have been allowed to observe a successfully operating program, but they have not been assisted in installing the innovation at their own schools. The DVE hopes to avoid this problem with competency-based vocational education.

The careful planning and extensive use of consultants that have gone into establishing the competency-based system at Ridge should bear fruit that can be transplanted to other institutions throughout Florida. Using the teacher preservice and inservice training programs, learning guides, record keeping systems, instruments of evaluation, and resource management plans developed at Ridge, the DVE can provide the practical means for instituting and carrying out this approach to vocational education. Educators need not come away from the demonstration site with the attitude that the system looks good, but it cannot work in their schools. This demonstration site project not only shows that CBVE can work at Ridge, but it provides the tools to make CBVE work elsewhere.